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ABSTRACT

This curriculum guide for secondary-level gifted students presents curriculum alternatives which are interdisciplinary and which emphasize a comprehensive study of major content areas through the humanities. The curriculum demands from the student complex learning, critical thinking, in-depth inquiry, creativity, and active participation. The guide begins with a list of characteristics of gifted students, accompanied by curriculum and classroom approaches that will capitalize on these characteristics. Curricular information is then presented for the following content areas: contemporary art, drama and philosophy, ethics and social questions, Greek theater, humanities and science, Middle Ages, prejudice, Renaissance, science seminar, and Utopia. Each content area section contains a list of major concepts, background information for teachers, and several learning and teaching activities. A bibliography is included for each curriculum area, along with a general list of resources and catalogs. (JDD)

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Making Connections

LEARNING CHALLENGES FOR SECONDARY GIFTED STUDENTS

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Bucks County Intermediate Unit No. 22
Programs for Gifted Students
Doylestown, Pennsylvania 18901

MAKING CONNECTIONS:

LEARNING CHALLENGES FOR SECONDARY GIFTED STUDENTS

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Illustrations by Lorraine LeStorti

DEDICATED TO

Joan M. Bradbury
1951-1988

For her years of commitment and
faithful service to the Bucks County Intermediate Unit
Programs for Gifted Students

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Overview

The Bucks County Intermediate Unit No. 22 has developed secondary curriculum alternatives for gifted students which are interdisciplinary and emphasize a comprehensive study of major content areas through the humanities. In the wider context of the humanities, students learn to value the achievement of the past, to gain an appreciation of the arts, to recognize the interrelationship with the methods and theories of science, to communicate with precision and cogency, and to develop ethical awareness.

Secondary level gifted programs are most effective when they incorporate a variety of learning activities, especially ones which build and link across content and concepts. The curriculum included here is based on such an approach. It assumes academic rigor. It demands from the student complex learning, critical thinking, in-depth inquiry, creativity, and active participation. This learning is accomplished as students examine many points of view by moving beyond a single textbook or resource, synthesizing disparate ideas. The development of these skills is the core component for differentiated gifted curriculum or programming.

These curriculum materials have been successfully implemented by school districts and are designed to meet the needs of a range of students and programs. They should be used by coordinators and teachers as a framework or set of suggested directions for challenging junior and senior high gifted students. They are examples of ideas and models that have worked which schools and teachers can adapt to fit local needs, specific curriculum requirements, or individual student demands.

Introduction:

More Than More For Secondary Gifted Students

Gifted students at the secondary level need challenges and programs that are academically rigorous, yet open-ended enough to meet a wide range of individual interests and abilities. Too often a school's response to gifted students is to simply assign more work, then insist it be done in half the time. The quality of gifted programs or curriculum should not be synonomous with mastering large amounts of information or measured by the *quantity* of assignments given. It is possible for the gifted to easily know a number of facts, produce projects that are impressive, even read an overwhelming amount of assigned books, but never recognize the significance or connections threaded through the content.

Checklists abound describing characteristics of the gifted, exhaustively listing what learning makes most sense in teaching these students. For the most part, these checklists are given perfunctory attention; hidden, unheeded, and unused when developing high school programs. Many junior and senior high gifted programs are designed with little or no relationship to what is already known and well-documented about how gifted students think and learn.

In order to build a sensible, encompassing high school gifted program, the first step is to assure an understanding of the key characteristics which clearly describe the gifted. Also important, is agreement on what other parts of the 'portrait' are needed in order to complete the picture. From this comprehensive sketch, curriculum and programs should follow. If it is assumed gifted students learn differently because they have exceptional abilities, then it is logical to construct both regular and special education programs based on these characteristics.

What is it that characterizes gifted students other than high intelligence as measured on a specific I.Q. test? They have the unique ability to observe more intensely and develop keener insights. Simply put, they can absorb what is going on around them from a different perspective. These are the students who are able to study a subject in-depth, calling on what they have observed, then pursuing several angles of a topic. Insight and conclusions of significance should be the final products of their independent, beyond the surface, investigations.

Secondary gifted students have the ability to see relationships and connections. It is this dimension which allows a very bright person to see across and beyond the specific and circumscribed. The academically gifted are able to recognize how a variety of issues, content areas, and skills are related to each other. If challenged and motivated intellectually, this capacity for seeing cause and effect relations, for breaking out of contrained boundaries, will flourish. The gifted can deal with connections bridging time, place, and sources of information. Hobbies, casual reading, and school subjects are only part of the framework they use to develop interrelationships. The gifted can make use of all they have learned to see with more depth, wider vision, and new insight.

Seeing 'grey' is perhaps the most defining trait of the gifted. To see grey means awareness of nuance and subtlety, sensitivity to variations of meaning and implication, and recognition of complexity. To see grey instead of black and white is a mixed blessing. In a school world where most of the day and learning is organized into neat, compartmentalized boxes, a view that takes in shadows, shades, and blends may be unsettling to self and others. Yet, it is this quality of 'greyness' that allows the gifted to deal with paradox and ambivalence without being overwhelmed by the unsureness of prescribed answers. It is this greyness that should bring to the bright students a desire to break out of one-dimensional school work and examine matters in their full context and the realization that there are few easy answers or simplistic solutions.

Gifted students are able to see implications, make informed predicitions, and understand the relationship of cause and effect. It is necessary for them to go beyond answering difficult questions. More important is knowing what questions to ask them, how to address the implications, the problems, and the possibilities. The gifted are able to pull together facts, data, and information, and build on the thoughtful hypotheses and conclusions.

An eye for aesthetic appreciation and understanding is another aspect of the portrait of the gifted. Aesthetic ability implies understanding the underlying princples of beauty and of order. One must look beneath the obvious in this search for what is appealing, pleasing, and right or wrong. Encouraging the gifted to include the arts and humanities in their learning is more than developing a sensibility of the fine arts. Rather it is insisting on student examination of how man has defined beauty and order through the study of history, science, mathematics, literature, philosophy, and the arts. Gifted students are able to use aesthetic awareness to recognize universal truths, patterns, and interdisciplinary themes.

What emerges clearly from this profile is the need for programming that is different from simply giving gifted students more work in less time. The issue revolves around quality versus quantity. Edmund Fuller, addressing a group of graduating high school seniors, speaks to the same issue:

> *It is possible that you may become the best informed generation in history-quantitatively. It is also frighteningly possible that you could turn out to be one of the worst educated generartions-qualitatively. You could be cursed with information without wisdom, with data without direction. Modern man knows more and can do more than our ancestors. But we are not wiser, or more spiritually perceptive, or more artistically creative than the people of either the far or distant past.*
>
> **"The Uses of an Education"**

Gifted Student Characteristics: Curriculum Requirements

The Gifted Student	What is required for the Curriculum	What this requires in the Classroom
Advanced achievement in one or more areas of study. Advanced language skills.	Accelerated and enriched content. More complexity of content. Content that goes beyond the prescribed curriculum.	Allow for in-depth study of a particular area or interest, such as reading Plato's works for comparison.
Multiple, specialized unique interests and talents.	Need to learn differently from others in the class. Special interests and skills can be used to enhance regular curriculum.	Allow for study based in a student's special interest. Present projects to the class in which special interest bears a relationship to class work. Independent projects to pursue areas of interest that go beyond the classroom walls. Release time for classes in an area of interest or talent.
Ability for keener observation, ability to see relationships and connections, capacity for comprehending cause and effect relationships.	Build units that establish and examine relationships among disciplines. Structuring curriculum to build an understanding that no one phenomenon or occurrence can be examined in isolation; everything has a cause and an effect that impacts on other areas.	Many materials and texts that relate to others. Building lessons on connections between discipline areas. For example: when studying the Middle Ages, reading **Ivanhoe** and **Robin Hood**; examining technology to build an understanding of the medieval world and people. Establish an environment that examines the relationships between causes and effects.
Ability to concentrate on a topic of interest for a long period of time.	Interests and abilities of students need to be taken into account when designing units and classwork. Adequate time must be allotted for in-depth study.	Allocating time to pursue topics in-depth. Independent projects and large blocks of time for students to pursue topics of interest.

Curiosity and the ability to enjoy learning.	Interesting work is not always synonymous with entertainment. Materials, assignments, and topics should be challenging and interesting to student; not rote memorization.	Discussion enables the student to be a part of the classroom and provides the challenge of listening and responding to others. Puzzles, simulations, and hands-on activities require participation by the student for content interaction.
Capacity to see areas of 'grey', awareness of nuance and subtlety, recognition of complexity.	Structuring units and programs to allow for study of areas in their full context; addressing issues that are open-ended.	Openness in the classroom that emphasizes questioning, allows students to develop their own viewpoints and decisions; utilizes supporting data for decision-making. Teacher acceptance of "different" viewpoints. Freedom for students to express opinions.
An appreciation and understanding of issues in aesthetics and philosophy.	Classes and units structured to include the study of philosophical questions and man's search for beauty and order.	Going beyond simple text materials to examine the questions of what is beauty?...truth?...order?... justice? The relationship of these questions to the study in various discipline areas. For example: an examination of the larger issue of justice in the study of prejudice and discrimination or criteria for what is pleasing when examining contemporary architecture.

Discussion and Writing Suggestions

Gifted students enjoy discussions, and verbal proficiency and facility in expression are prominent characteristics of these students. Discussions should focus on the assigned readings and not be allowed to digress to a glib and meaningless exchange of dialogue. Prior to the class meeting, the instructor should have students develop questions and notes based on the materials being studied. Discussion is an excellent method because: (1) students can examine various philosophical and social interpretations, (2) exercise higher levels of thinking and evaluation, and (3) become more sensitive to different issues and points of view. The teacher acts as a guide and does not interject personal interpretations or opinions. Instead, students produce their own interpretations and analyses of underlying concepts.

The following suggestions will assist teachers in conducting effective discussions:

1. Insist and check for familiarity with reading or information under discussion. This can be done by asking students to come to class with prepared, specific questions or responses, and by creating an atmosphere in which students who come unprepared do not participate in the discussion.

2. Have students "actively" phrase questions either on note cards, in written assignments, on the board, or as part of an individual or group summary report.

3. Give examples of questions that are provocative, involve higher level thinking, and lead to further investigation.

4. Allow students to examine several points of view, to do this in the most objective manner, and to see that sometimes there is no "right answer."

5. Discussions need to be more than a time to "talk" about a question or a breather from the real classwork at hand. Make discussions an integral part of the gifted program. They should be related to research, large units of study, a variety of readings and resources, and the basic skills of how to give information to others.

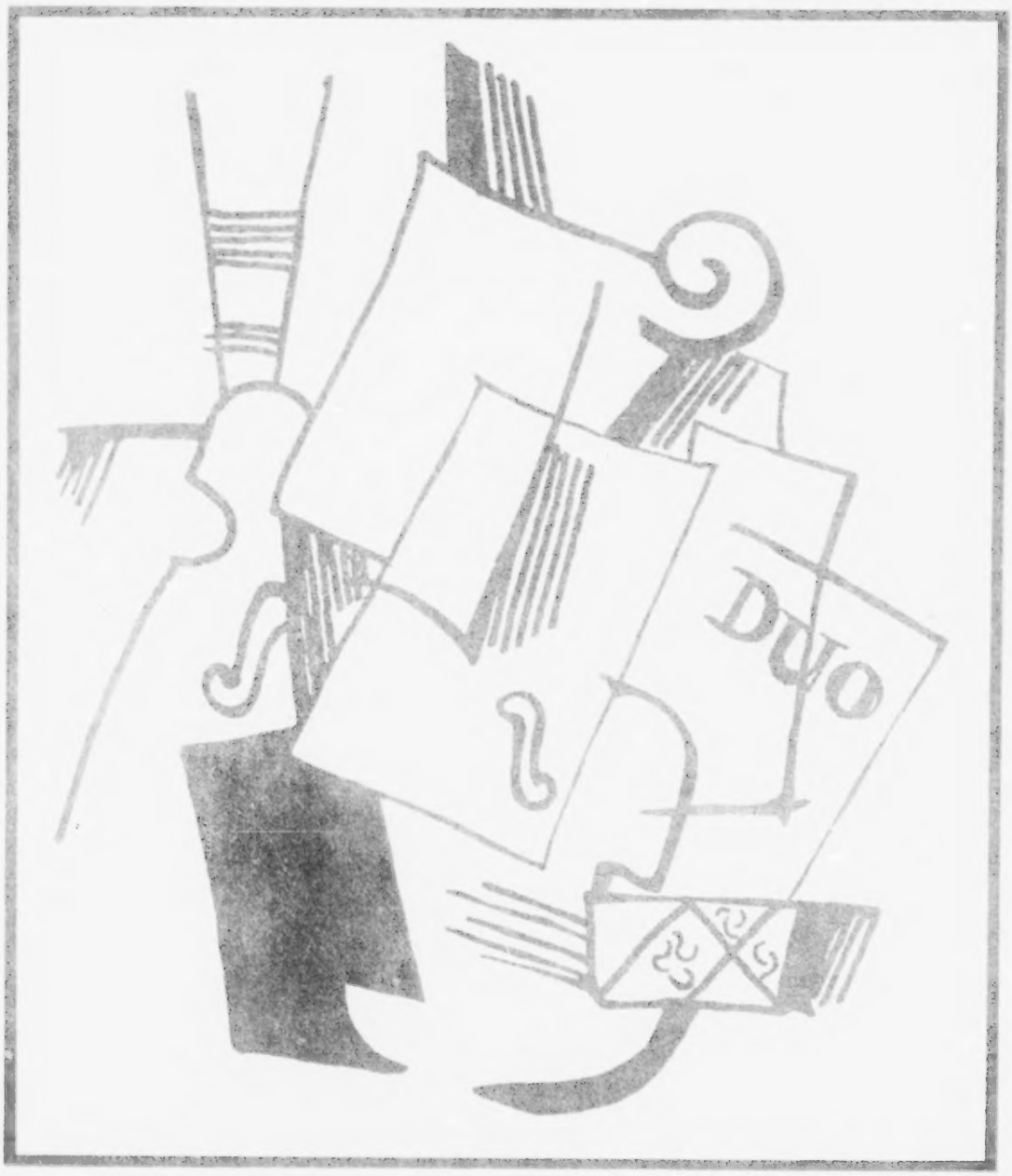
6. Discussion should be tied to evaluative activities. Gifted students are very capable of developing and understanding the criteria for judging. Allow students to devise the techniques for evaluating and discussing components and outcomes.

7. Use discussion to have students think about thinking. Show examples of questions that reach to different and more complex issues of a problem; point out immediate and far-reaching causes that are also factors in understanding the topic; encourage students to outline or describe the steps involved in trying to understand and examine the issue being discussed.

8. Understand that "active participation" in a discussion is not the same for every student. Design activities to cover the wide range of how gifted students learn. Some students are articulate and talkative in discussions; others can learn and be actively part of a class discussion, yet, say nothing. Try to reach all students.

To complement class discussions, gifted students must be required to write a variety of assignments. A daily journal is an excellent method for students to recall, and then personally respond and conjecture about readings and discussions. It provides the means for the quiet but thoughtful, introspective students to articulate their ideas. Essays and research papers use higher level thinking skills and require students to develop logical reasoning, while creative writing offers the outlet for creativity and inventiveness through divergent thinking. Writing is a skill one learns by writing. Gifted students are verbal and express their ideas with ease. Hence, it is essential that they learn how to do this clearly, concisely, and effectively with the written word.

Contemporary Art



Contemporary Art: Aesthetics and Social Change

Major Concepts

- In the latter nineteenth century, a revolt against established criteria in the arts occurs. The reasons underlying this break with tradition will be identified.
- Art can never be autonomous. It is dependent upon and reflective of society at the time. The development of contemporary art from the middle of the nineteenth century to the present day must be traced to determine the impact society had upon it.
- As a result of technological advances, the Industrial Revolution changed the structure of society and also changed the arts.
- The twentieth century brought with it a wide diversity in artistic endeavor.

"Great nations write their autobiographies in three manuscripts: the book of deeds, the book of their words and the book of their art. Not one of these books can be understood unless we read the two others, but of the three the only trustworthy one is the last."

John Ruskin, 1819-1900

When did contemporary art begin? Contemporary art did not begin suddenly as some would suppose, but rather the change was a gradual transition based upon previous works of art, by those artists willing to challenge the parameters of acceptance established by society. The artists created works that called for the modification of the accepted criteria of that particular period in history. It is difficult to imagine that Michelangelo's sculpture was considered quite as different in his time as Brancusi's sculpture is today.

These changes and breaks with tradition took time for the population to assimilate. Contemporary art generally includes the years from approximately 1850 to the present. Consideration must be given to the influence of the Industrial Revolution and the shift from an agrarian to an urban economy with a migration from farms to cities.

The Industrial Revolution and scientific technology led to the development of new materials that made possible unique ways for artists to express themselves. The development of cast iron and chemical pigments to replace earth colors, resulting in greater brilliance and intensity, were two new developments in artistic materials. Low cost reproduction, prints, and lithography, made art available to a new public.

Artists were diverted from the historical and exotic subjects into everyday life. Ugliness, violence, and shock were presented in art works; however, the intention was not to insult or alienate potential patrons. Artists were recording what they saw around them, and art became the sole compensation for the miseries of their existence.

Another strong influence for change was the first modern war, World War I, which brought disillusionment to the people of the world. As the old order could no longer satisfy the needs of the people, the economic and social system changed drastically. Bloodshed and misery increased, and man questioned the efficiency and values of science, economics, politics, reason, and religion underlying the basis of this civilization.

The artist saw too clearly this failure of society and the destroyed visions of beauty, love of nature, sensibility, and order. The disillusionment was reflected in a movement which condescended, satirized, and scoffed at traditional art, laughed at reason, and raised the banner of distrust. Thus, the development of many contemporary art groups sprang up from this rebellion against that which was traditional.

The ISMS of Contemporary Art

The following brief descriptions of some of the "isms" of contemporary art will help to serve as background information.

1. **Dadaism**
   Although the Dadaists were anti-art, a new art form evolved from this group. Dadaists broke through the old limitations of syntax and formally controlled art. Painting, sculpture, and music became the exploration of accident and non-rational, illogical relationships which revealed possibilities were explored.
   Dadaists: Marcel Duchamps, Francis Pecabias, Jean Arp, Kurt Schwitter

2. **Impressionism**
   Impressionism referred to the unfinished or incomplete, a sensation, rather than cognition. The impressionists reasoned that form and space are not actually seen but implied from various intensities of light and color. These artists became concerned with light and color more than with objects and substance.
   Impressionists: Edward Manet, Claude Monet, Paul Cezanne, Pierre Renoir, Vincent Van Gogh

3. **Pointillism**
   Pointillism is a way of expressing oneself by the use of tiny dots of pure color methodically applied, not to be merged on the canvas, but merged by the observer's eye.
   Pointillists: George Seurat, Vincent Van Gogh

4. **Expressionism**
   In the expressionistic style, the artists distort outlines, use strong colors and exaggerated forms to achieve their goals. They are aware of the visible world leaving behind the classical ideas of art as an invitation of nature. Feeling is all important in Expressionism.
   Expressionists: Vincent Van Gogh, George Seurat, Paul Gauguin, Edward Munch, Henri Matisse, George Roualt

5. **Abstract-expressionism**
   Abstractionism implies analyzing, deriving, detaching, selecting, simplifying, geometrizing before taking the essence from nature and sense experiences. The artist frees him or herself from representational conventions. Natural appearances are of little importance in design that reduces landscape or groups of objects to a system of geometrical shapes, patterns, lines, angles, or swirls of color to achieve the desired abstract imagery. Abstract art moves toward non-objective art in which a work of art has no representational meaning and the picture becomes its own referent.
   Abstractists: Pablo Picasso, George Mathieu, George Braque, Marcel Duchamp, Wassily Kandinsky, Max Ernst, Piet Mondrian, Jackson Pollack, Williem deKooning

6. **Cubism**
   The Cubist movement was involved with the search for geometric elements, the basic elements of design, the taking apart of the forms of nature, and reorganization of geometric elements in various contents or combinations. Color played little part in the creation of a painting.
   Cubists: Paul Cezanne, George Braque, Fernand Leger, Pablo Picasso, Juan Gris

7. **Realism**
   The realist painted the world around him, showing life as it really is. This artist's concern is with everyday people, in the present, with what is occurring at the moment as reality.
   Realists: Thomas Eakins, John Constable, William Turner, Winslow Homer, James A. M. Whistler

8. **Surrealism**
   The surrealist rejected traditional principles of form and perspective. In a representational style, surrealist art makes a dream world using deep perspectives and extremely detailed execution of naturalistic objects. Art works are often made more abstract by the use of capriciously arranged, unrecognizable forms.
   Surrealists: Salvadore Dali, Jean Miro, Paul Klee, Yves Tanguy, Jean Hans Art, Marc Chagall

9. **Neoprimitivism**
   Neoprimitivism is the conscious adaptation of authentic specimens of primitive art by sophisticated artists. The simplified geometrical forms of primitive art added a wealth of decorative motifs and justification of abstract designs to modern art.
   Neoprimitives: Paul Gauguin, Henry Moore, Pablo Picasso, Amedeo Modigliani

Learning and Teaching Activities

1. Prior to any study or historical description of contemporary art, show several examples of contemporary art works from various schools.
   - The students are to write their first impressions and thoughts on the works, and then write a code of aesthetics for contemporary art based on these impressions. This code should include a consideration of what is considered beautiful and how beauty is portrayed in contemporary art.
   - Following the study of the development of contemporary art, the students will again write a code of aesthetics. This second copy should be compared to the first to note how the students' thinking and opinions have changed following study.
   - An optional activity could be to explore the code of aesthetics and determine if it could be applicable to all periods of art.
2. In a small group project, research an artist that is representational of one of the "isms". (Realism, Surrealism, Impressionism, Expressionism, Dadaism, Neoprimitivism, Pointillism, Cubism, Futurism, Social Realism, Non-objectivism, OP artism, Relativism, Constructionism).
   - In a visual presentation, report on the "ism", the artist's work, and the reasons he or she represents this "ism".
   - Lead a class discussion on the impact of the artist and the "ism" on art and society of the time.
   - Become a modern artist and create an example work in one of the school's techniques. Add the final product to a class modern art gallery.
3. Develop a "time line" for contemporary art.
   - Begin with an introduction which defines contemporary art and describes how it differs from earlier art forms.
   - Describe the various schools of contemporary art, their progression from or rebellion against what was occurring in art and society at that time. Justify the development of each school of art as necessary to integrating what occurred before and after each school emerged.
4. The Industrial Revolution made possible the changes in art leading to contemporary art forms.
   - In a poster to be shared with the class, describe the reasons the Industrial Revolution caused the underlying changes in art and the outlook of artists.
   - As a class project, predict the changes in art due to this technology and create several works of "technological art" to be displayed in the school. Select a "curator" who will be available to explain this exhibit to others.
5. Although surrealism became a popular way of working during the twentieth century, several earlier painters could also be considered surrealists. (i.e., Matthias Grunewalk, Heironymus Bosch).
   - In a visual display, trace the use of surrealistic technique in art through Western Civilization. In a written essay, describe surrealism as a technique including a listing of the points in each painting that would be considered surrealistic. Using the information gathered, prepare an argument considering why artists view the world in this way and their source of "inspiration."
6. Architecture, as art, reflects society and what society will accept. The new materials and advancements of the Industrial Revolution allowed for different types and forms of architecture to be possible.
   - In a photo essay or photo journal of local architecture, show architecture of the past and present. Project how architecture will be affected by technological advances including future accomplishments and discoveries in material usage, design, natural resources, and new energy sources.
   - Create a model of a future building following the steps of an architect:
     - Draw a general plan, organizing steps in construction.
     - Develop a blueprint.
     - List and obtain necessary materials for building.
     - Construct the structure.
     - Paint and finish structure, including landscaping, if needed.
7. Act as a curator for a local museum of art who has been given the assignment to arrange an exhibit covering all of contemporary art.
   - Select works to present and write identification cards for each. Arrange the works in some pattern of organization. Create posters to attract viewers to the exhibit, a catalogue of the works which include information on each, and a gallery tour guide explaining the works and the reasons for their inclusion in the exhibit. Develop an evaluation sheet to be completed by "museum goers" that presents criteria for judging the exhibit, the information presented, and the organization pattern.
8. Leo Steinberg, art critic, in OTHER CRITERIA presents three positions concerning modern art. The first position **"asserts that representation has always been an adventitious element in art - a concession to state, populace, or church. Modern art, then, differs from historic art not in essence but in degree of purity ... The second choice is to concede that representation did function essentially in the arts of the past, and that modern art,**

by suppressing the outgoing reference, constitutes something radically different and new ... The third alternative is to suggest that modern art has not, after all, abandoned the imitation of nature, and that, in its most powerful expressions, representation is still an essential condition, not an expendable freight."

- In an essay, describe Leo Steinberg's meaning in the above quotation. Which of these three positions falls closest to your own opinion of contemporary art? Write an argument for that position, using background information you have gathered from your study. Find someone who agrees with a different position and discuss your conclusions.

9. Choose a masterpiece of the past, such as the **Mona Lisa** or Michelangelo's **David.** Then select a contemporary art technique (impressionism, abstract, expressionism, etc.) and execute the work as it may have been produced in the selected contemporary technique.

10. Design a series of three sets, for the stage using contemporary techniques. One set should be designed for two separate periods of theatre:
    - Greek
    - Roman
    - Medieval
    - Shakespearean

    Choose one modern play to design the third set. Build a model or draw designs and stage plans. Be prepared to justify the technique used and the way in which it affects the play if it were performed.

11. The mural style developed in Mexico not only acted as ornamentation for architecture, but also had a message concerning social and political conditions at the time.
    - Study a contemporary issue on which to design a mural. Design and paint a mural which makes a statement about the issue.
    - After completion of the mural, take a poll of viewers to determine if the meaning of the mural has been conveyed. From this poll, list suggestions to improve the work and better convey the meaning of it to others.

12. Develop a visual time line for contemporary art. Visually exhibit each school of contemporary art in a work executed in its technique. Arrange these works in an organized pattern to present the time line on a wall or walls of the school.

13. In a presentation to the class, describe the engineering principles applied in the construction and maintenance of bridges.
    - Using what has been learned about these principles, construct two models of a bridge. One model is to be purely functional, the other constructed to be aesthetically pleasing.
    - Describe the best way to utilize each bridge answering questions such as:
      - What geographic location would be best?
      - Which is most economically feasible?
      - Which would easily be accepted by the public?
      - What kind of traffic pattern would use this bridge?

14. Research influences that affected or effected the changing of the arts during contemporary times. Lead a group discussion about environmental influences in a changing world and the role of environmental influences on the arts.

15. The year is 2500 A.D. The only items found from the present day are videotapes of daily TV programming. This programming includes:
    - news
    - talk shows
    - game shows
    - soap operas
    - sports
    - movies
    - specials
    - pageants
    - What does this programming represent as art to this future world?
    - As an art medium, how does television reflect contemporary socitey? As a class, develop criteria for analyzing television as an art form. Individually or in small groups, select one form from the above list and evaluate it according to the class developed criteria and determine the artistic qualities found in this form.
    - Conduct a panel discussion on the artistic qualities of the various forms and then hold a class vote as to which form could be considered "most artistic."

Drama & Philosophy

Drama and Philosophy: The Stage Mirrors Ideas

Major Concepts

- Drama reflects the playwright's personal interpretation of man's search for meaning both realistically and symbolically.
- Age-old philosophical issues continue to be addressed in the human experiences portrayed in dramatic literature.
- Drama provides a framework for exploring ethical and aesthetic values in an interdisciplinary manner.
- Dramatic productions provide an alternative for examining philosophical questions through the arts and the creative process.
- The philosopher and the dramatist both use the tools of literary structure, order, and language to communicate their ideas and ideals.
- Drama helps to reveal the inner conscience and outer reality by combining the intellectual and emotional.

The most important thing is not to leave the fundamental roadway along which art moves forward from times immemorial. And he who does not know this eternal road is fated to endless wanderings in impasses, along bypaths that lead to the jungle and not to light and freedom.

Constantin Stanislavski

Secondary gifted students need to think about issues raised by philosophy and be challenged by abstract concepts which stretch their intellectual curiosity. Drama provides the perfect framework for students to explore these issues and concepts. The ideas raised are profound and complicated, transcending the boundaries of time and place, affecting all ages and civilizations. The works of the world's great playwrights not only reflect their personal interpretations of man's search for meaning in a world of paradoxes, but also lead to the ideas of the world's great thinkers- philosphers who have also addressed identical ideas and questions.

The questions from the past still remain today; yet unanswered. For example: What is a just society? What ethical values should guide society? The answers cannot be found in the pages of one school text or a series of lectures notes; however, an interdisciplinary curriculum will enable bright students in a similar quest to accept the intellectual speculation of the world's thoughtful minds. They will gain insight into the significance of man's intellectual heritage and realize the complexities in unraveling these difficult and important questions. Today's questioning minds echo those of the past.

Tragedy and philosophy were both creations of the Greeks. The names Aeschylus, Sophocles, Euripides, Socrates, Plato, and Aristotle are synonymous with man's beginning search for unanswered truths concerning the concepts of justice, freedom, truth, faith, love, and beauty. The inspiration began with the Greeks in a world which for us today may appear less divergent and complicated. They were part of a culture striving for excellence and harmony; a common goal called *arete*.

This sensibility to a common goal and set of values is not found in the complexities of modern existence. Yet E.M. Forster asks us to agree on a larger ideal by being aware of the root meaning of ***humanities,*** to be human, which he suggests means to suffer and to bleed, and not to yield. From the quality of humanness comes the ability not merely to survive the depersonalizing, mechanized world of today but also to prevail in it. The ideas of Darwin, Freud, and Marx moved the modern world in a new direction by shattering the fixed values derived from our origin, our mind, and our autonomy. Therefore, one may question what has happened to universal truths. Are the truths of the past relevant today? If there is no Odysseus, no Achilles, no Hector, no Oedipus for us to call hero, is the common man, our neighbor, capable of being elevated to role of tragic hero? And, as modern man searches for significance in today's world, does philosophy contain the answers to: What

is reality? When does one obey laws or follow his conscience? What are ethics? What is beauty? What is the meaning of life? What is immortality?

The tumultuous nature of the modern world has made life even more of an ambiguous puzzle, but according to Walter Lippman, there is a link:

> **Philosophies...are the very soul of the philosopher projected, and to the discerning critic may tell more about him than he knows himself. In this sense the man's philosophy is his autobiography; you may read it in the story of his conflict with life.**

The tragic heroes of the modern world are no longer the superhumans challenging their fate and the gods in search of wisdom and truth. They are not the characters of Aeschylus, Sophocles, Euripides, and Shakespeare. Instead, the modern heroes are now common men, next-door neighbors, the characters of Ibsen, Chekhov, and O'Neill struggling to survive in a lonely world. The eighty-seven year old servant, who has been left in the deserted house in Chekhov's THE CHERRY ORCHARD, remarks on modern man's dilemma as the curtain falls:

> **Life has slipped by as though I hadn't lived. I'll lie down a bit...There's no strength in you, nothing left you—all gone! Ech! I'm good for nothing.**

In today's world, the answers and meanings are clouded by nebulous shades of gray, echoing Eugene O'Neill's LONG DAY'S JOURNEY INTO NIGHT:

> **For a second you see—and seeing the secret, are the secret. For a second there is meaning! Then the hand lets the veil fall and you are alone, lost in the fog again, and you stumble on toward nowhere, for no good reason!**

For modern men, perhaps life is nothing but moments of happiness and sadness; illusions and dreams; aspirations and frustrations; a tear, a smile, a laugh, a sigh, a kiss. Yet, the same questions are asked.

The characters created by Ibsen, Chekhov, and O'Neill confront these seemingly unanswerable questions. Their asking enables us, the spectators, to assess ourselves, our values, and our own inquiries about life. Aristotle's words,though ancient, are contemporary:

> **A sense of wonder started men philosophizing, in ancient times as well as today. Their wondering is aroused, first, by trivial matters; but they continue on from there to wonder about less mundane matters such as the changes of the moon, sun, and stars, and the beginnings of the universe. What is the result of this wonderment, this puzzlement? An awesome ignorance. Men began to philosophize, therefore to escape ignorance...**

As a philsopher, Aristotle was the first to recognize the importance of drama for conveying and interpreting ideas and ideals. In THE POETICS, he writes:

> **Hence poetry is something more philosophic and of graver importance than history, since its statements are of the nature rather of universals, whereas those of history are singulars...**

Learning and Teaching Activities

Note on Teaching Strategies:

A variety of teaching strategies and approaches are utilized in the activities presented here. The classroom teacher should select methodologies compatible with his or her teaching style. If the instructor is apprehensive about students analyzing dramatic literature through performance, it should be avoided instead greater emphasis may be placed on discussing and evaluating philosophical issues raised by the playwright. The classroom teacher or gifted program co-ordinator can add to and modify any of these activities. The spectrum of suggestions is wide and can meet the needs of gifted students through a variety of learning alternatives.

1. **Aesthetics** - What is beauty? This is a question for aesthetics. It is impossible to study drama without considering aesthetics and criteria for beauty.
   - As an introduction to aesthetics, determine a personal criteria for beauty through observation. Examine the room and list objects which could be classified as beautiful and as ugly. Outside of school, observe and again list beautiful and ugly objects. In class, present lists and observations, then develop a consensus to compare with individual tastes.
   - Read the following plays and consider the concept of beauty presented by the playwright:
     - THE IMPORTANCE OF BEING EARNEST, Oscar Wilde
     - PYGMALION, Bernard Shaw
     - OUR TOWN, Thorton Wilder
   - In SIX GREAT IDEAS, Mortimer Adler describes two types of beauty, enjoyable beauty based on personal tastes and admirable beauty defined by knowedgeable experts in a particular discipline. Divide the class into groups to analyze one of the plays read using Adler's criteria for enjoyable and

admirable beauty. What would qualify as enjoyable? What is admirable? Plot, character, ideas, dramatic action, mood, language and spectacle should be examined.

- Read selections from "Philosophy of Art" in ABOUT PHILOSOPHY by Robert P. Wolff.
  - "The Republic," Plato
  - "Poetics," Aristotle
  - "Intentions," Oscar Wilde
  - "Preface to Lyrical Ballads," William Wordsworth
  - "What is Art?" Leo Tolstoy
  - "One-Dimensional Man," Herbert Marcuse
  - "Problems of Art," Susanne K. Langer

  Prepare for a class discussion by outlining the major points of the philosophers. Develop an essay for a seminar presentation relating the aesthetic viewpoints presented by the philosophers and playwrights studied.

2. **Ethics** - Throughout history individuals have been faced with making decisions according to their conscience or abandoning their personal convictions to follow popular opinion. At the end of Ibsen's AN ENEMEY OF THE PEOPLE, Dr. Stockman, the protagonist, declares, "the strongest man in the world is the man who stands alone."
   - Read AN ENEMY OF THE PEOPLE and consider Dr. Stockman's dilemma. Focus the class' thinking around the question: Do you feel that scientists must consider personal ethics in their work?
   - Scientists are not the only individuals faced with agonizing decisions such as Dr. Stockman in AN ENEMY OF THE PEOPLE. Politicians must also decide whether to follow their conscience or the wishes of their electorate. John F. Kennedy explored conscience versus popular opinion in PROFILES IN COURAGE. After reading this book, discuss the conflicts facing:
     - John Quincy Adams
     - Thomas Hart Benton
     - Edmund G. Ross
     - George Norris
     - Daniel Webster
     - Sam Houston
     - Lucius Quintus Cincinnatus Lamar
     - Robert A. Taft
   - Simulate a political debate that portrays the major issue confronting one of these senators. Kennedy's work should be used as one source but additional research is necessary. Before beginning the mock senate, review Robert's RULES OF ORDER. Parliamentary procedure should be used throughout the debate. At the conclusion of the debate, vote on the issue to determine agreement with the course of history.
   - Write an essay based on the following quotation from PROFILES IN COURAGE:

     In whatever arena of life one may meet the challenge of courage, whatever may be the sacrifices he faces if he follows his conscience—the loss of his friends, his fortune, his contentment, even the esteem of his fellow men—each man must decide for himself the course he will follow. The stories of past courage can define that ingredient—they can teach, they can offer hope, they can provide inspiration. But they cannot supply courage itself. For this each man must look into his soul.

     John F. Kennedy

   - What plays or playwrights have developed similar ideas? How does the playwright convey Kennedy's concept of a courageous man?

3. **Laws/Conscience/Ethics/Choice** - Man is trapped between spheres, the outward demands of the temporal world in conflict with the inward demands of his own conscience and ethics.
   - Read and analyze the philosophical issues presented in:
     - ANTIGONE, Sophocles
     - HAMLET, William Shakespeare
     - AN ENEMY OF THE PEOPLE, Henrik Ibsen
     - A MAN FOR ALL SEASONS, Robert Bolt

     In an essay or discussion notes evaluate the personal choices which face Antigone, Hamlet, Dr. Stockman and Sir Thomas More. Consider how each playwright has developed the character's personal crisis.
   - Select a current issue to research that involves an ethical dilemma. Possible topics include:
     - Abortion
     - Euthanasia
     - Nuclear weapons
     - Nuclear wastes
     - Transplants and artifical organs
     - Animal experimentation
     - Capital punishment
     - Genetic engineering
     - Pornography and censorship
     - Student choice

     This research should be presented in a formal paper with footnotes and bibliography. Employ the following research techniques:
     - ☐ Research background information about the topic, summarizing the major concerns about the issue.
     - ☐ Research statements, opinions, or points of view about the issues which are currently being expressed.
     - ☐ Survey and interview other students, faculty, and neighbors for their opinions.
     - ☐ Examine case studies relating to the problem.

- An alternative approach in studying these ethical issues might include presenting findings or conclusions in the for of an one-act play, a short story, a poem or other types of creative writing. Use footnotes and a bibliography.

4. **Reality vs. Illusion** - Reality and illusion characterize modern man's frustrations in a world of shattered values. Man must live in this world of dilemma.
   - Read and analyze a modern play selecting quotations which indicate the characters' differing perceptions of reality, illusion, and delusion. This analysis should be developed into a student-designed presentation such as a chart, a paper, or a graphic representation.
   - During discussion on these individual projects, students should be encouraged to recognize the different points of views of the major characters in the play.

     Suggested Plays:
     - LONG DAY'S JOURNEY INTO NIGHT, Eugene O'Neill
     - THE GLASS MENAGERIE, Tennessee Williams
     - THREE SISTERS, Anton Chekhov
     - THE WILD DUCK, Henrik Ibsen
     - THE ICEMAN COMETH, Eugene O'Neill
   - After studying a modern play, read a Shakespearean play and examine the problem of illusion vs. reality presented.

     Suggested Plays:
     - A MIDSUMMER'S NIGHT DREAM
     - TWELFTH NIGHT
     - KING LEAR
     - THE TEMPEST
     - MACBETH

5. **Meaning/Existence/Death/Immortality** - The complications of these concepts and their relationships have been pondered by man throughout time. For direction, he has turned to religion and philosophy. The dramatist also explores these issues through the eyes of his charcters.
   - The roots of drama have been linked with religion and man's search for meaning in his life. Research one of the following:
     - Theories about the origin of drama
     - Drama in Egypt
     - Aristotle's account of the beginnings of tragedy and comedy
     - City Dionysia in Greece
     - The reappearance of drama in the Catholic Church
     - THE SECOND SHEPHERD'S PLAY or ABRAHAM AND ISAAC
   - Investigate the dramatic elements in religious ceremonies today as a basis for formulating an individual hypothesis concerning the connection between drama and religion.
   - Read one of the following plays and choose a character to analyze. Determine how the character would respond to the question: What is the meaning of life? Using this analysis, represent the character selected and during a round table discussion, speak to this question.
     - RIDERS TO THE SEA, John Millington Synge
     - THE CHERRY ORCHARD, Anton Chekhov
     - HEDDA GABLER, Henrik Ibsen
     - BEYOND THE HORIZON, Eugene O'Neill
     - OUR TOWN, Thorton Wilder
     - A STREETCAR NAMED DESIRE, Tennessee Williams
     - WAITING FOR GODOT, Samuel Beckett
     - HAMLET, William Shakespeare
     - OTHELLO, William Shakespeare
     - DEATH OF A SALESMAN, Arthur Miller
   - Write a journal, letter, or other document in which philosophical issues are examined from the viewpoint of the dramatic character selected above. These writings might be presented following the character study previously outlined.
   - The Establishment of the nineteenth century was challenged by the revolutionary theories of Darwin, Freud, and Marx. As an introduction to these theories, view The Center For The Humanities slide program PHILOSOPHER'S IDEAS THAT CHANGED THE WORLD: CHRIST, MARX, DARWIN, FREUD. Read excerpts from these philosophers' writings and focus this reading on the question: How have these theories changed the concept of the common man?
   - Read Henrik Ibsen's A DOLL'S HOUSE, GHOSTS, HEDDA GABLER, or AN ENEMY OF THE PEOPLE. Compare quotations from Marx, Darwin, and Freud to the plays. Compare the philosophical and dramatic works through an essay, a class discussion or collage that represents the common man.

6. **State and Society** - Dramatists sometimes turn to historical events not only to recreate the event but to use it to make a social statement. What is the relationship between the playwright, the state and society? What is the significance of history, and does history repeat itself?
   - Read Arthur Miller's THE CRUCIBLE in which the Salem witch trials parallel the McCarthy hearings, then read Jerome Lawrence's INHERIT THE WIND based on the Scopes monkey trial. Research the actual events. Compare this information with the above scripts to determine how the dramatists have developed their themes.
   - Select a historical event and write a play based on this event. The play must have a theme or point of view based on documentary information.

- Lady Augusta Gregory and William Butler Yeats organized the Irish Literary Society in 1898 with the goal of creating an Irish drama which personified Irish life, its people, customs, traditions; captured the essence of Irish speech; and fostered a pride in Irish culture. Analyze nationalism and the artist's role in inspiring the nationalistic spirit of a people.
- In preparation for a seminar discussion, assign several plays by the Irish writers to read analyzing the cultural heritage of the Irish and how it has been preserved.
  - CATHLEEN NI HOULIHAN, William Butler Yeats
  - RIDERS TO THE SEA, John Millington Synge
  - THE PLAYBOY OF THE WESTERN WORLD, John Millington Synge
  - THE PLOUGH AND THE STARS, Sean O'Casey
  - JUNO AND THE PAYCOCK, Sean O'Casey
  - THE RISING OF THE MOON, SPREADING THE NEWS, Lady Gregory
- Discuss and define the concept of nationalism, analyzing positive and negative qualities. How do groups who are pressing for change in society use plays as a vehicle for getting their message to the public. What contemporary playwrights in America and abroad are using the theater as a springboard for political ideas?
- The musical is a genre that orginated in America. It reflects American life, ideals, and dreams, often fostering a nationalistic spirit. Listen to a recording or watch a videotape of at least two of the following musicals. Write a critical essay on American nationalism as portrayed in these works:
  - HOW TO SUCCEED IN BUSINESS...
  - YANKEE DOODLE DANDY
  - SOUTH PACIFIC
  - ANNIE
  - WEST SIDE STORY
  - MAME
  - OKLAHOMA
  - CAMELOT
  - HELLO DOLLY
  - GUYS AND DOLLS
  - MUSIC MAN
  - DAMN YANKEES
  - BYE, BYE BIRDIE
- Using existing melodies or composing a new melody, write lyrics to create a nationalistic message for America. Choreograph a dance that reflects the message of the music.
- Every period in history produces its own drama and theatrical performances that reflect the unique **zeitgeist** of the era; however, the works of only a few playwrights have become timeless theater classics. Still, each succeeding generation has interpreted productions of these classics that reflect the current social milieu as well as the director's and actor's creativity. Even a production claiming to be historically accurate cannot recreate the original. Every individual's perception of a play's world and theme will vary. This raises some puzzling questions:
  - ☐ Do later productions of a theater classic alter the playwright's original message or merely clarify concepts?
  - ☐ How is the question of artistic integrity resolved?
  - ☐ What happens if there are government regulations including censorship?

  Respond to these issues by researching and writing on one of the suggested topics:
  - Interpretations of HAMLET
  - Textual changes in Shakespeare
  - Productions of Shakespeare in later periods
  - Contemporary productions of Shakespeare
  - Film versions of Shakespeare

7. **Theater Criticism** - In addition to classroom study of theater, attend productions. Become critical audience members. Evaluate the production and form reactions based on individual knowledge and personal taste.
   - Write criticisms and reviews of theatrical productions. Include comments about directing, acting, and design.
   - Collect theater reviews from magazines, national and local newspapers, or theater journals - use these as models for individual critical reviews.
   - Attend a series of plays from different genres and different production styles. Keep an informal journal of reactions to the plays. Journals could include sketches as well as written observations.
8. **Social Reform** - Henrik Ibsen was an advocate for social reform. His plays explored the controversial subjects of his time including the role of women. In A DOLL'S HOUSE, Nora Helmar has been married for eight years, she has two children, has been sheltered, and kept ignorant of worldly affairs by her husband; but Nora finally asserts herself. In GHOSTS, Mrs. Alving is the woman who does not leave the bondage of marriage even after she discovers her husband to be completely dissolute, instead she tries to eliminate the consequences only to be haunted by the ghosts of the past. In HEDDA GABLER, Hedda is a frustrated woman capable of manipulating and destroying others.
   - Read A DOLL'S HOUSE, GHOSTS, and HEDDA GABLER. How did Ibsen use these female characters to enlighten his audiences about the rights of women? What was the actual status of women in America and Europe at this time?
   - Read Kate Chopin's THE AWAKENING focusing attention on Edna Pontellier, her self-discoveries about herself and the fact that she is not a "mother-woman."

Discuss these discoveries as they relate to this novel and Ibsen's female characters.

- Use these readings to examine the position of women in society at this time. Compare these readings to John Stuart Mill's "The Subjection of Women" (1861). List the arguments which Mill feels have been made in favor of the subjection of women and his responses. Are these injustices relevant to modern women?
- Read and examine the declaration of women's rights from the Seneca Falls Convention, New York, 1848. Outline or write a declaration that would reflect women's issues or concerns for today. What themes or topics from this declaration could a playwright use as a basis for a modern drama? Present examples for class reaction and discussion.

9. **Conflicting Values** - In his plays, Anton Chekhov created characters who longed for a new life, a life of change. Yet, many of his characters were incapable of action; they talked but did nothing. For Chekhov, the subconscious and psychological turmoil of his characters became important. The subconscious, the inner workings of the mind, is an integral element in the development of characters in modern drama. People do not always express their longings and fears verbally but frequently reveal them through their actions. Constantin Stanislavski, who successfully directed Chekhov's plays, realized this and advocated a new style of acting based on the subconscious and inner feeling. This is explained in AN ACTOR PREPARES, Stanislavski's pivotal work on acting methods and techniques.
   - Read Chekhov's THREE SISTERS or UNCLE VANYA. Select a character from one of these plays to determine his or her subconscious motivation. How does Chekhov reveal the underlying feelings in the actions and dialogue of Masha, Olga, and Irina in THREE SISTERS or Uncle Vanya and Sonya in UNCLE VANYA? After choosing a character make a list of characteristics or character traits in an attempt to uncover his or her personality and view of the world.
   - To learn more about the character's philosophical views, consider the character's inner motivations. Why does the character act the way he or she does? Select a passage of this character's dialogue and carefully analyze it by dividing the speech into units of thought. Next, identify the inner motivation with an infinitive. For example, to love, to dupe, to lure, to adore. Note the importance of using dynamic action verbs and not forms of to be. Consult a thesaurus to discover a variety of possible verbs to pinpoint the exact motivation.

     The following is an example from THREE SISTERS:

     Olga:
     Father died just a year ago, (To lament)
     on this very day— (To compare)
     the fifth of May (To dwell on)
     your name day, Irina. (To resent)
     It was very cold, (To brood)
     snow was falling. (To haunt)
     I felt as though I should not live through it; (To personalize)
     you lay fainting as though you were dead. (To wound)
     But now a year has passed (To perpetuate)
     and we can think of it calmly; (To rue)
     you are already in a white dress, (To admonish)
     your face is radiant. (To perceive)
     The clock was striking then too. (To reminisce)
     I remember the band playing (To recollect)
     and the firing at the cemetery as they carried the coffin. (To retain)
     Though he was a general in command of a brigade, (To eulogize)
     yet there weren't many people there. (To deplore)
     it was raining, though. (To rationalize)
     Heavy rain and snow, (To languish)
   - Organize a profile stating the character's philosophy of life.
   - Although Chekhov's plays are primarily realistic, he also incorporated symbolism to convey his message. The motif of the cherry orchard dominates THE CHERRY ORCHARD, the sea gull in THE SEA GULL, and Moscow in THREE SISTERS. How do these symbols enhance Chekhov's portrayal of man's aspirations? What actually happens to his characters? Do they ever discover the truth about their lives? Write an essay describing your interpretations of these symbols, or write your own story, poem or play using symbolism.

10. **Search for Significance** - For the playwright the challenge is how to convey philosophy through the dramatic form. Throughout his works Eugene O'Neill was questioning and examining man's search for significance in a troubled modern world. Influenced by the modern drama of Europe, O'Neill, the artist, experimented with different dramatic styles. This resulted in imperfect works as well as masterpieces.
    - Read several of O'Neill's plays and analyze how dramatic style can be used to further the playwright's philosophical views about the meaning of life.
      - ☐ **Realism/Naturalism**
        - ILE
        - BEYOND THE HORIZON
        - DESIRE UNDER THE ELMS
        - ANNA CHRISTIE
      - ☐ **Realism/Symbolism**
        - LONG DAY'S JOURNEY INTO NIGHT
        - THE ICEMAN COMETH

☐ **Expressionism**
- THE HAIRY APE
- THE EMPEROR JONES

☐ **Psychological/Stream of Consciousness**
- STRANGE INTERLUDE

☐ **Trilogy/Psychological Development of Characters**
- MOURNING BECOMES ELECTRA

☐ **Masks**
- THE GREAT GOD BROWN

☐ **Comedy**
- AH! WILDERNESS

- Select a scene from one of the plays and determine the philosophical ideas presented. Rewrite the scene in a different dramatic style. Read aloud or dramatize this scene for the remainder of the class. Compare and contrast the ideas presented in this scene with the original intents of the playwright.

11. **Truth and Idealism** - Frequently, modern playwrights, just as other artists, draw upon their own lives for dramatic materials. Both Eugene O'Neill in LONG DAY'S JOURNEY INTO NIGHT and Tennessee Williams in THE GLASS MENAGERIE have written plays which are artistic reworkings of their early lives.
- Read either LONG DAY'S JOURNEY INTO NIGHT or THE GLASS MENAGERIE. How has each playwright depicted the turmoil and psychological stress between himself and his family? How did the playwright discover the truth about his own life? How does an artist's interpretation alter or influence reality? Does an artist's creative sensitivity affect his relationships and perceptions? Prior to a group discussion, examine the play script carefully for specific quotations and incidents to respond to these questions.
- In an independent project, research the actual life of the playwright and then analyze the relationship the biographical information bears on the ideas reflected in the dramas.
- At the end of THE GLASS MENAGERIE, Tom says farewell to his past. Using the following quotation from the play: **"For nowadays the world is lit by lightning! Blow out your candles, Laura—and so good-bye."** Write an essay about how one's past influences one's future, using THE GLASS MENAGERIE as an example.
- Select a quotation from LONG DAY'S JOURNEY INTO NIGHT which reflects the dramatist's attempt to explain or describe a real life problem. Use this quotation as a basis for a written or oral explanation of how the playwright uses dramatic action to deal with personal and broader concerns, or as a thesis to prove generalizations and observations about life.

12. **Individual Philosophy** - Choose a philosophical viewpoint or identify a pressing modern day ethical, political, or aesthetic issue to provide a framework for dramatization. Create a dialogue, a scene, a one-act play, or a full length play which develops and expresses this point of view. The literary and technical elements of the play should convey aspects of the message being communicated.

Ethics & Social Questions

Ethics & Social Questions: A Search for Standards

Major Concepts

- Throughout time man has searched for a set of standards to give life meaning. The search for the good life is reflected in literature, art, and historical developments.
- In dealing with others, man often uses judgments about "proper codes of behavior" that make personal interactions peaceful and efficient.
- Choices and ethical decisions are not simply based on personal values or feelings, but also on a variety of historical, cultural, and social influences. The interplay of personal desire and cultural needs forces individuals to make choices that transcend each area.
- The search for the good life has often led to the development of a system for ethical behavior based on an absolute standard of ultimate concern.
- In the absence of a universal moral code in pluralistic society, individuals must discover their own moral standards.

There is nothing either good or bad,
But thinking makes it so.

Shakespeare
HAMLET

The study of ethics by high school gifted students is a thoughtful means of providing them with a way of examining many of society's fundamental, larger questions. The analysis of ethics and the standards for moral behavior can be studied as a separate topic or as part of an entire course in philosophy. Ethics forms a special branch of inquiry concerned with the relations of man to his institutions, to fellow men, and to nature. It is from this careful questioning that bright students can begin to recognize the relation of ethics, or "right" and "wrong" actions, to all subject areas and issues. The philosophy of ethics allows for structured, disciplined thinking about profound social issues. Such thinking and active learning assumes investigating ethical concerns in an in-depth manner. Students need to read the actual writings of the great ethical thinkers; then understand the human, historical, economic, and social factors included in moral reasoning.

Through the study of ethics, man evaluates himself and how he will function within society. The quality of life is determined by ethical values. The dilemmas and conflicts are infinite. Who is man responsible for? Himself or the group? More specifically, what is the ethical role of the politican, lawyer, doctor, business executive? On a more personal level, what are the ethical responsibilities of individuals toward acquaintances, friends, family members? Ethical behavior has the power to determine the fate of human life and the natural order.

For modern man the dilemmas multiply. He has the power to destroy humanity while he also has the wisdom to perfect it. For as Oppenheimer observed on the first explosion of the atomic bomb:

I am become Death, the shatterer of worlds.

Yet, in modern times man wonders about whom and what should I care? Albert Schweitzer would have answered:

> **As soon as man begins to reflect upon himself and his relationship to others, he becomes aware that men as such are his equals and his neighbor. Gradually he sees the circle of his responsibilities widening until it includes all human beings with whom he has dealings . . . Moreover, since antiquity, philosophy has presented the case for humanitarianism as a concept recommended by reason.**

As man moves toward the future searching, the following questions emerge from the study of ethics:

- Is there a standard of "right" conduct that applies to all members of the human race? On what basis should such a universal standard or divergent standard be based?
- What obligations, if any, do people have to each other?
- Does right conduct require us to curb our material desires or to seek their fulfillment?
- Are all moral values derived from an ultimate source, or are they dependent on changing cultures, circumstances, and times?
- What is the relationship between the individual's right to choose and follow a personal ethical system, and the obligation of a society to protect the rights of all individuals?

Ethical philosophy is the effort to determine standards for behavior rationally and to resolve conflict through reason, not force. Bright students must search for underlying principles, for answers and keys to make sense of the late twentieth century's complicated moral puzzles. For as observed by Will Durant, who witnessed first-hand the emergence of a modern technological world:

> **Morals, which change so slowly, are changing today like clouds before the wind. Customs and institutions older than human memory melt under our eyes as if they were superficial habits, recently acquired and easily forgotten.**

Moral codes may change and often do. What is it that changes them? Why is it that actions considered good at one time, or in one place, can come to be considered wrong in another? To find the answer to the question whether rules for behavior are immutable or change with climate, time, and social milieu has been the primary task of ethical and moral philosophers across the centuries. For gifted students, the examination of ethics will lead them to an awareness, perhaps even a deep understanding of how past and contemporary philosophers probe the complexities of what makes right and wrong standards of behavior. They will witness the philosopher, the author, and social critic striving to reason moral sense out of persistent change, formulating ideas and ideals from the past for today and tomorrow.

Learning and Teaching Activities

1. Jean Paul Sartre has stated his conviction, based on his belief in human freedom, that all ethical decisions are autonomous - in the final analysis there is no authoritarian ethics.
   - In an essay, develop your response, noting difficulties, implications, and unanswered questions in such a rule of conduct.
   - Assuming Sartre is correct, what effect would this ethical point of view have on educational, religious, and political systems? Develop the response in essay form by noting difficulties, implications, and unanswered questions involved in the actual implementation of such a stand.
   - Prepare for a panel, role-playing the reaction or counterargument each of the following would make in view of popular acceptance of Sartre's above point of view:
     - ☐ A high school principal
     - ☐ The chief of police
     - ☐ A high ranking church official
     - ☐ The fund raiser of a major charitable organization or event
   - To what extent are we "free" to determine codes for moral and ethical behavior? With this freedom, is one allowed to act in a manner that conjures or infringes on the freedom of others? Illustrate, through case studies or examples of everyday activities, what social problems are related.
   - Some ethical philosophers propose an explanation of Sartre that suggests "freedom" must apply to what happens inside of us, rather than to our observable behavior. Read essays by contemporary ethical philosophers such as C.A. Campbell and P.H. Nowell-Smith. Use the insights of these philosophers to show how Sartre's ideas have been treated and analyzed.
   - To explore Sartre's point of view further, read either THE STRANGER, THE PLAGUE, or "The Myth of Sisyphus" by Albert Camus. Camus' fiction reflects the attitude that man must depend on the isolated self when making moral decisions. How does the literature created by Albert Camus portray and describe the existentialist philosophy of Jean Paul Sartre? Answer the question through a class discussion where participants compare and analyze citations from both Sartre and Camus.
   - A criticism other philosophers and moralists make of Sartre's autonomous notion of ethics is it requires persons to adopt an amoral attitude towards behavior, actually becoming morally defenseless. The twentieth century has seen countless examples of cruelty, oppression,

and systematic abuse of the innocent. Describe examples of such events. Then, through a debate, refute or defend Sartre's subjective ethical position in relation to these acts.

- To examine dramatic literature as a means of conveying important philosophical messages, read either THE FLIES or NO EXIT by Jean Paul Sartre. Select a scene from one of these plays. With other students, interpret, rehearse, and present this selected scene. Allow viewers to evaluate whether or not selection and presentation delivered Sartre's message.

2. Conduct a panel discussion. Decide what criteria can be used to make good ethical decisions. Choose a philosopher or ethical system from the list below, then research this particular point of view's application or approach to ethical problems:
   - Hedonism (Epicurus and Bentham)
   - Utilitarianism (Mill)
   - Romanticism (Rosseau)
   - Nietzsche and Social Darwinism (Spencer)
   - Existentalism (Sartre and Camus)
   - Natural Law Ethics (Newton)
   - Situation Ethics (Fletcher)
   - Religious Ethics (Hume, James)

   - The panel discussion should focus on one of the above systems as it relates to the following important contemporary issues or concerns:
     - ☐ Social Problems: marriage, divorce, child custody, physical and sexual abuse
     - ☐ Economic Problems: free market, regulated market, capitalism, communism
     - ☐ Political Problems: the justice system, crime, terrorism, racism, third world poverty

3. Four men were on a raft in shark-infested waters off a South Sea island. In a rough squall, Joe was washed overboard. Walt stripped down, preparing immediately to jump in and try to save Joe. Jim and Milt struggled to restrain him. They had no less affection for Joe, but a quick exchange of words expressed their rapid but sincerely weighed decision that the odds were more than fifty percent that with the fury of the waves and the danger of the sharks, neither Joe nor his well-meaning lifesaver would emerge alive. But Walt felt there was a chance, tore himself free from his more prudent companions, jumped in even though he had a moment of guilty recollection of his wife and four small children and his inadequate insurance.

   - Write a one act play that examines the various ethical choices that affected Walt's decision. Consider structuring the play so various ethical alternatives and outcomes are revealed.

     Some suggested literary techniques:
     - ☐ Flashback
     - ☐ Double endings (portray one, then the other)
     - ☐ Settings - at Joe's inquest
       at Walt's inquest
     - ☐ Interview - Joe's wife
       Walt's wife
       Jim or Milt
     - ☐ Tell the story from Joe or Walt's point of view.

   - Create a series of "Story Starters" which pose an ethical dilemma, providing for different ethical choices. Use these "Story Starters" as a basis to interpret individual ethical responses. This interpretion could take place through discussion or written points of view.

4. Ethical relativism, or ethical subjectivism, denies any absolute or objective moral values which are common to all. Rather, it proposes that the individual (a person, community, or society) is the source and criterion of moral judgments.

   - Compare the arguments for ethical relativism made by B.F. Skinner in BEYOND FREEDOM AND DIGNITY to Ruth Benedict's essay "Anthropology and the Abnormal."
     - Identify the argument for behavior each author proposes.
     - What specific principles are similar to each other- list or note these.
     - Describe the criteria Skinner and Benedict suggest for determining normal or good behavior.

   - **"Man is the measure of all things."** This was the motto for Protagoras, an ancient Greek philosopher. Plato refuted Protagoras' principles in the dialogue THEAETETUS. Read what Plato has Socrates say in criticism of moral relativism.

   - Write a dialogue or criticism of your own in the style of Plato refuting the major arguments suggested by Skinner and Benedict. Use this dialogue as a framework for a class discussion or panel presentation.

   - Contrast the western philosophies of ethical relativism with eastern or oriental philosophies, such as Confucianism, Buddhism, Taoism, Shintoism, or Hinduism.

5. Jeremy Bentham maintains ethical judgments should be guided by a single principle, the principle of utility which: **"Approves of every action according to augment the happiness (pleasure) of the party whose interest is in question."** The philosophy of ethics tells us to strive for the greatest happiness of the greatest number.

   - Develop a poll or questionnaire to ask what actions or activities make people happiest.
     - ☐ Decide what kinds of questions you will ask.
     - ☐ Devise a rating system to rank or give value to your questions.
     - ☐ What specific questions would you include, and how would they differ, if you were asking what actions or activities gave most pleasure?

   - Because an action brings greater happiness and pleasure— and a majority agree on this—does this make it morally correct or ethical? Investigate philosophical

and religious points of view which oppose Bentham's criteria, i.e., Aristotle, Thomas Aquinas, and Immanuel Kant. Make a listing of these arguments, using this information to solve the dilemma posed above.

- Using the philosophical principles of Bentham and other egotistic hedonistic philosophers, how might one decide the rightness or wrongness of:
  - capital punishment?
  - abortion?
  - war?
  - minority rights?
  - euthanasia?
  - claims and actions of terrorists?
- Develop and describe the specific philosophic criteria used to make this decision.
- Prepare a campaign slogan, an advertising poster, or a media message that supports or denounces the hedonistic moral philosophy as it relates to an important social issue.
- Some social critics claim Bentham's philosophy took practical form in the "Counter Culture" and "Me Tooism" movements of the 1960's and 1970's. For a class presentation or a seminar paper, research these two important decades of significant cultural change. Following your research, defend or refute the thesis: "The 1960's and 1970's are Bentham's ideas in practice."

6. In cooperation with another student, develop a round table discussion or seminar presentation concentrating on a current ethical issue. Topics may include:
   - abortion
   - capital punishment
   - nuclear arms
   - genetic engineering
   - pornography and censorship
   - propaganda in politics and advertising

   This presentation is to include the following:
   - ☐ Background information about the topic, highlighting major dimensions or concerns at issue.
   - ☐ Brief review of how a philosophic formalist, relativist, and contextualist would interpret and resolve the problem.
   - ☐ Examples of statements, opinions, or points of view about the topic which are currently being voiced.
   - ☐ Questions for other students to consider in your attempt to have them understand and analyze several aspects of your topic.
   - ☐ A report which includes what you have developed and organized to complete the above steps.
7. Each society has its own code of ethics. Prepare a discussion or forum presentation on either an historical or contemporary society, describing the major ethical guidelines of that society. Note the influences that play a role in the development of an ethical code as it applies to the society chosen to study.
   - The United States claims its ethical system is one based on the Judeo-Christian tradition. List or note specific codes, systems, or institutions in our country that reflect the practice of Judeo-Christian morality.
   - At the Constitutional Convention, Benjamin Franklin argued, "In free governments the rulers are the servants and the people their superiors and sovereigns." In any essay use this quotation to examine the ethical responsibilities of political leaders in American history. Suggested topics:
     - Watergate
     - Vietnam War
     - Terrorists
     - Welfare System
     - American Indians
     - Immigrants
     - Acid Rain
     - Atomic Bomb
     - Slavery
     - Nisei
8. Immanuel Kant assumes there is a moral law, a sort of moral rhyme and reason to things, a law within each person that is a given. He emphasizes morality cannot be based on accidental and fluctuating empirical considerations.
   - Investigate further Kant's philosophical and ethical statements, especially his important concept of "The Categorical Imperative" as outlined in CRITIQUE OF PURE REASON. In a two-or three-page essay, explain Kant's major message about ethics.
   - What criticism has been made about Kant's philosophical position? Describe and cite one or two of these criticisms.
   - Write a personal essay responding to: Man can discover objective ethical codes through the use of reason.
9. Computers are able to maintain detailed records on a person's life, including developmental, educational, medical, and financial histories. What ethical problems can occur from making this information available to various sources such as credit bureaus, businesses, and government agencies? What impact does a computerized recordkeeping system have upon one's privacy rights?
   - Write an essay describing how the ethical theories of at least two philosophers can be used to argue for the pros and cons of the computerization of personal information.
   - Meet with or interview representatives of business or organizations who make extensive use of computers for recordkeeping. Discover how they handle the privacy and ethical issues connected with computers information access.
   - Ray Bradbury and Isaac Asimov often deal with current philosophical and social issues in their science fiction. Write your own science fiction story projecting the role of computers and the

possible ethical dilemmas they may create in the future.

10. Our society is dominated by large bureaucratic institutions including big corporations and government. When does loyalty to these institutions interfere with ethical obligations to oneself and other individuals; i.e., co-workers and friends? How would philosophers like Nietzsche, Bentham, Mill, and Kant resolve ethical problems which can arise while working in large organizations? Do smaller organizations and businesses have fewer or less serious ethical problems?
    - Develop a paper showing the ethical issues of large corporations and big government as related to monitoring an individual's personal life, misleading the public/citizens through mass propaganda, polluting the environment, and building nuclear weapons. Show how these institutions can develop a proper balance between their own interests and those of employees and the public.
    - Propose a series of questions or concerns nations and governments may have to face as corporations become large and multi-national. What ethical issues will be included?
    - Form a committee of other students who will simulate the writing of a company policy as a guide for the business ethical and moral decisions. What components of the policy will be necessary to include for the company to earn a profit, and yet, behave in a "responsible" manner? List and describe its policy statements.
    - Arrange to interview business or corporate executives about ethical and moral policies used by their company. Develop and ask a set of questions that refer to ethical policies related to the following:
        - Community
        - Product or Service Quality
        - Research and Development
        - Fair Profit
        - Marketing
        - Employees
        - Competition
        - The Environment
11. There is much concern today about the failure of our criminal justice system to protect the interest of the victims of crime and to give criminals appropriate punishments, the severity of which varies with the seriousness of their crimes. How would you change this system to improve its methods of punishing criminals and providing legal, economic and psychological retribution to the victims of crime? What ethical and moral issues which you have previously studied are related to current problems of criminal justice?
    - Select a theory of ethics to analyze these issues. In an essay or prepared speech, show how you would apply this theory in practice to improving criminal and victim justice.
    - Identify a recent trial or criminal court case where specific ethical issues were raised and debated. From data collected about this case, prepare a scenario or script for a one-act play or television docu-drama which accurately portrays the moral questions raised.
12. Are "affirmative action" programs necessary to assure that minorities and women receive equal consideration in obtaining jobs? When does this approach to promoting equality in employment lead to reverse discrimination? Develop a written plan which describes how all ethnic groups can be given equal treatment in education and employment opportunities. Use the ethical theories of such philosophers as Aristotle and Mill to support your plan.
13. Bio-medical research is leading to new technical means to control or improve human life such as psychotropic drugs, conditioning, transplants, and psycho-surgery. These medical developments, along with genetic screening and engineering, are creating new, complex, ethical problems.
    - Prepare a written report on one aspect of recent medical research related to behavior control, transplants, genetic screening,or the use of machines and other devices to prolong life. This research should contain current information and an explanation of the moral questions arising from these latest biomedical discoveries.
    - While the effort to control human behavior is certainly as old as humanity, scientific research has extended the ways in which behavior control is possible. This case study explores new possibilities and some of the ethical issues raised by each. The case study focuses on the problem faced by Celia Faulkner and her family:

      "This young woman functions normally most of the time. But two or three times a year, she is seized by uncontrollable rages in which she has damaged property, attacked a policeman, and attempted to kill her young son. Finally, a judge has decided that she must be confined to a state mental institution for life. Her family has learned of an operation called sterotactic surgery that has been successful in cases such as Celia's. It usually succeeds in blocking off the rage reaction, but its side effects are unpredictable. The most common is a flattening out, a blunting, of personality. Celia's husband is opposed to the operation because of the possible changes. He favors waiting in the hope that a better, less risky cure will be found. Her father thinks the surgery is the 'better technique' they have been wating for; it will at least bring Celia home to her husband and child and keep her out of the institution."

- Lead a group or seminar discussion centered on the Celia case. To prepare for a careful analysis:
  - ☐ State the ethical issues and choices.
  - ☐ Note related dilemmas and implications this case raises.
  - ☐ Prepare a series of questions for in-depth analysis; i.e., What would you decide if you were Celia? Her father? Her husband? What guidelines or rules can society use to insure that bio-medical techniques are used responsibly?
- Role play the chief administrator of a major hospital. The hospital board has requested you to develop and present for its approval a set of policy guidelines regulating bio-medical procedures. Your policy should include these factors:
  - Ethics
  - Finance
  - Family
  - Society
  - Religion
  - Law
  - Administrative Practices
  - Who makes the final decision
- Interview a member of the medical profession or a research scientist about the ethics involved in bio-medical research and modern medical practices.

14. Literature is a source to examine ethical values. Through a diversity of characters, ethical questions can be evaluated from differing perspectives.
    - Read TO KILL A MOCKINGBIRD and in an essay or for discussion, analyze the work based on Atticus' ethical lessons:
      - ☐ **"First of all, if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view—"**
      - ☐ **"Shoot all the bluejays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird."**
      - ☐ **"I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what."**
    - Outstanding works of children's literature center on ethical issues. Select one of the following:
      - THE LITTLE PRINCE, Antoine Saint-Exupery
      - TUCK EVERLASTING, Natalie Babbitt
      - THE LION, THE WITCH, AND THE
      - WARDROBE, C. S. Lewis
      - CHARLOTTE'S WEB, E.B. White
      - ALICE'S ADVENTURES IN WONDERLAND,
      - Lewis Carroll
    - Record and outline the dilemmas about life which are presented. What stylistic techniques are used?
    - Write and illustrate your own children's story based on an ethical problem.
    - Literature provides a framework to examine a particular culture or period in history. Read one of the following works, then summarize the ethical philosophies presented:
      - OLIVER TWIST, Charles Dickens
      - THE GREAT GATSBY, F. Scott Fitzgerald
      - THE ILIAD & THE ODYSSEY, Homer
      - CRY, THE BELOVED COUNTRY, Alan Paton
      - SCARLET LETTER, Nathaniel Hawthorne
      - THE JUNGLE, Upton Sinclair
      - ALL QUIET ON THE WESTERN FRONT, Erich Marie Remarque
      - PYGMALION, George Bernard Shaw
      - THE ADVENTURES OF HUCKLEBERRY FINN, Mark Twain
      - ANTIGONE, Sophocles
      - KING LEAR, William Shakespeare
    - Compare and contrast the author's ethical point of view with an ethical philosophy of the same period or with another philosopher
    - Select a character from one of the works read and write a letter or journal entry concerned with ethics from the character's point of view or project the character into the present day to address a current problem.

15. A basic rule of ethics, Immanuel Kant argues, concerns the maxim that each person is an end unto himself, not the means to the ends of others.
    - Read excerpts from Kant's GROUNDWORK OF THE METAPHYSIC OF MORALS in which Kant develops this ethical principle.
    - What steps and logic does Kant use to reach his philosophic conclusions?
    - Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never simply as a means, but always at the same time as an end.

      What are the practical applications of this rule of conduct in relation to the following dilemmas:
      - ☐ Cheating from a friend on an exam
      - ☐ Acting artificially kind to parents in order to obtain favor or special privileges
      - ☐ Agreeing with a boss's political opinion simply to gain his approval
    - Construct a dialogue that might take place between Kant and Jeremy Bentham regarding the role of moral choice in one of the above situations. To do this, you will have to refer to both men's writings and incorporate their statements and points of view into your dialogue.

- Present an essay to the class in which you compare Kant's approach to ethical behavior with Machiavelli's code stating that the end justifies the means. Include an examination of the assumption about human nature made by each philosopher in this analysis.

16. Throughout this study of ethics, keep a journal recording personal reactions to the various philosophies and readings. At the study's conclusion, write a paper highlighting personal reactions to the ethical issues examined and including a statement or opinion of what ethical principles are needed to help make it to and into the twenty-first century.

A little knowledge of history stresses the variability of moral codes, and concludes that they are negligible because they differ in time and place, and sometimes contradict each other. A larger knowledge stresses the universality of moral codes, and concludes their necessity.

Will Durant

There are no ethical truths; there are just clarifications of particular ethical problems. Take advantage of these clarifications and work out your own existence. You are mistaken to think that anyone ever had the answers. There are no answers. Be brave and face up to it.

Donald Kalish

Greek Theater

Greek Theater: Man's Search for the Ideal

Major Concepts

- The impact of Greek theater is examined and understood within the complex cultural framework of classical Greek society.
- Theater is an interdisciplinary and eclectic art form.
- Aesthetics was a philosophical development in Greek society, and drama is an important form for the expression of aesthetic ideals.
- Aeschylus, Sophocles, and Euripides are artists who acted as the spokesmen and social critics of ancient Greek culture.
- The Greeks created tragedy, its function and form.
- Through their drama, the Greeks searched for philosophical ideals: justice, freedom, truth, love, and beauty.

The Greek dramatists, placing their characters on the tremendous stage whose drama is the conflict between man and the power that shapes him, man "created sick, commanded to be whole," saw as important in them only the dominant traits, the great emotions, the terrors and desires and sorrows and hatreds, that belong to all mankind and to all generations and make the unchanging pattern of human life.

Edith Hamilton

Theater is an eclectic art form. It combines the language of prose and poetry, the visual elements of color, line, and form with the rhythms of movement and music. The performance of a play creates a momentary bond between the actors and the audience—an illusion of reality. The production of a play clarifies life through the communication of the artist's thoughts, ideas, or emotions as well as giving aesthetic pleasure to the audience.

Students, when studying plays, should be constantly aware of the unique quality of this literary genre which is the element of performance. Plays are written with the intention of being performed by living actors, creating characters who momentarily become alive on stage for an audience seeking entertainment. No other literary form needs three participants: playwright, actor, and spectator to develop this illusion. When one reads a novel, it is a solitary experience in which the reader relies on his imagination.

Historically, the theater has mirrored the culture of a civilization or a country. Unfortunately, the entire reflection has not been preserved. The plays may still exist and perhaps memorabilia of productions exist, but the emotional feeling that was created at a particular moment between the spectator and actor can only be conjecture. Yet, the interdisciplinary nature of theater provides a framework for the study of the past, the present, and a projection of the future. Theatre is an excellent program alternative for presenting complex concepts to gifted students.

The playwright is a spokesman for his culture. In developing the dramatic conflict in a play, he reveals the basic desires, attitudes, and values of his society. As the playwright examines his world, he is forced to provide a focus, for the playwright's world is a microcosm. In this sense, he assumes the role of a social critic or commentator. He must examine and question concepts such as justice, freedom, truth, love, and beauty. This unique relationship between the playwright and society began with the Greeks in the tragedies of Aeschylus, Sophocles, and Euripides.

Aeschylus (525 BC-456 BC), the first great tragedian, wrote approximately ninety plays of which only seven have survived; THE SUPPLICANTS, THE PERSIANS, THE SEVEN AGAINST THEBES, PROMETHEUS BOUND, AGAMEMNON, THE LIBATION BEARERS, and THE EUMENIDES.

He won the first prize at the City Dionysia thirteen times, and his plays were still performed after his death. Technically, Aeschylus introduced the second actor which enabled the dramatist to develop face to face conflict on stage. This led to the gradual reduction in the importance of the chorus.

Aeschylus was not only a playwright. He was a wealthy aristrocrat who had fought at the Battle of Marathon. His epitaph even ignored his contributions as a dramatist:

> **Aeschylus, the Athenian, Euphorian's son, is dead.**
> **This tomb in Gela's cornlands covers him. His glorious courage the hallowed field of Marathon could tell, and the long-haired Mede had knowledge of it.**

A traditionalist, he advocated a lifestyle which ensured a moral order as each man developed his potential, yet he remained concerned for the welfare of the state. In his plays, Aeschylus reaffirmed man's relationship to the gods and his universe.

THE ORESTEIA, his trilogy consisting of AGAMEMNON, THE LIBATION BEARERS, and THE EUMENIDES, is a masterpiece of dramatic literature. Richard Lattimore explains that it is **"a trilogy whose special greatness lies in the fact that it transcends the limitations of dramatic enactment on a scale never achieved before or since."** In THE ORESTEIA, Aeschylus examines the development of Athenian justice, the contrast between the old and the new. The trilogy is a parable of progress as a system first dominated by the tradition and fear of personal revenge is later replaced by the more enlightened trial by a jury of peers. For his sources, Aeschylus turned to Greek mythology. These myths were familiar to all Athenians. Since the audience knew the plot, they were more concerned with focusing their attention on how Aeschylus developed his material to express his personal point of view:

> **I warn you not to banish from your lives**
> **All terror but to seek the man between**
> **Autocracy and anarchy; and in this way**
> **You shall possess in ages yet unborn**
> **An impregnable fortress of liberty**
> **Such as no people has throughout the world.**

Sophocles (c.496 BC-406 BC), the second major Greek tragedian, wrote over a hundred plays including the surviving AJAX, ANTIGONE, OEDIPUS THE KING, PHILOKTETES, ELECTRA, TRANCHINAE, and OEDIPUS AT COLONUS. This popular playwright won eighteen contests. His first victory was in 468 BC, twelve years after the death of Aeschylus. Sophocles introduced the third actor which placed more emphasis on dialogue and interpersonal conflicts as well as reducing the importance of the chorus. His Theban plays, ANTIGONE, OEDIPUS THE KING, and OEDIPUS AT COLONUS are grouped together because of content. They were not written as a trilogy but were written throughout his lifetime. The first play ANTIGONE was produced in 441 BC.,OEDIPUS THE KING was presented fourteen or fifteen years later, OEDIPUS AT COLONUS was apparently performed in 405 BC, a year after the playwright's death.

Sophocles was essentially a conservative and his plays depict the ideals of Athenian society. Edith Hamilton observed:

> **In every way Sophocles is the embodiment of what we know as Greek, so much so that all definitions of the Greek spirit and Greek art are first of all definitions of his spirit and his art. He has imposed himself upon the world as the quintessential Greek, and the qualities pre-eminently his are ascribed to all the rest. He is direct, lucid, simple, reasonable. Excess — the word is not to be mentioned in his presence. Restraint is his as no other writer's. Beauty to him does not inhere in color, or light and shade, or any method of adornment, but in structure, in line and proportion, or, from another point of view, it has its roots not in mystery but clear truthfulness.**

During Sophocles' lifetime, he was confronted with conflict and changes in the Athenian lifestyle. He experienced what today is referred to as the Golden Age of Athens and saw the city-state become more powerful, imperial, and tyrannical as it tried to gain control of Greece and began the Peloponnesian War, a twenty-seven year war with Sparta in 431 BC. Yet, in spite of these developments, Sophocles focused the attention of his plays on the ultimate problems of human life and human character. The ideal he expounded is explained by C.M Bowra's statement of Athenian life: **"A man served his state best by being himself in the full range of his nobility, and not by sacrificing it to some abstract notion of political power of expediency,"** or perhaps, more appropriately, by Sophocles himself:

> **Numberless are the world's wonders, but none**
> **More wonderful than man...**

Euripides (c. 484 BC—c. 406 BC), the third major Greek tragedian, wrote ninety plays of which eighteen have survived including ALCESTIS, MEDEA, ORESTES, ANDROMACHE, HIPPOLYTUS, ION, ELECTRA, THE TROJAN WOMEN, and THE BACCHAE. During his lifetime, Euripides was not a popular dramatist with Athenian audiences. Euripides' plays; however, were produced frequently. He was often parodied and ridiculed by the comic playwrights, indicating that Euripides may have made more of an impression than his competitors. Technically, Euripides reduced the role of the chorus so that it was no longer an integral part of the action but served more as an outside commentator.

In his plays, Euripides questioned the traditional values and myths and as a result, was accused of undermining the bases of Greek society. In 408 B.C., Euripides left civilized Athens for a self-imposed exile in Macedonia. It was there that he wrote THE BACCHAE, his final criticism of Athenian life. The play was performed in Athens after his death and won a first prize.

Although not given recognition during his lifetime, Euripides became popular and influential later. Aristotle describ-

ed Euripides **"with all his faults the most tragic of the poets."** Euripides concerned himself with philosophical and psychological issues. He questioned the ideals of Athens and frequently left his audiences uneasy and dissatisfied. Certainly, the lines from his lost BELLEROPHON do not praise and reaffirm Athenian lifestyle:

> **Does someone say that there are gods in heaven?**
> **There are not, there are not — unless one chooses**
> **to follow old tradition like a fool.**
> **Look for yourselves—do not accept my words—**
> **and rob them of their goods, and break their**
> **oaths, and lay whole cities waste; and**
> **still they prosper, more than the pious and the gentle do.**
> **And I know little cities, honouring gods, subject to greater ones, not so devout, held down by their superior force of arms.**

Furthermore, Euripides humanized his characters, and today they still appeal to modern audiences. Edith Hamiliton described him as having a "modern mind", concluding:

> **He feels, as no other writer has felt, the pitifulness of human life, as of children suffering helplessly what they do not know and can never understand. No poet's ear has ever been so sensitively attuned as his to the still, sad music of humanity, a strain little heeded by a world long ago. And together with that, something then ever more unheeded, the sense of the value of each individual human being. He alone of all the classic world so felt. It is an amazing phenomenon. Out of the pages written more than twenty-three hundred years ago sound the two notes which we feel are the dominants in our world to-day, sympathy with suffering and the conviction of the worth of everyone alive. A poet of the antique world speaks to us and we hear what seems peculiarly our own.**

The integration of theater and society was especially evident in Hellenic Athens. Three major playwrights, Aeschylus, Sophocles, and Euripides developed the dramatic genre of tragedy not for an elite but for the populace of Athens. Their plots were not new but were based on mythological stories familiar to all. Instead of plot, the pivotal point of Greek drama became the individual in search of freedom and self-fulfillment within his society. As observed by Edith Hamilton:

> **Tragedy was a Greek creation because in Greece thought was free. Men were thinking more and more deeply about human life, and beginning to perceive more and more clearly that it was bound up with evil and that injustice was the nature of things. And then, one day, this knowledge of something irremediably wrong in the world came to a poet with his poet's power to see beauty in the truth of human life, and the first tragedy was written.**

Greek theater, therefore, mirrored and reflected the values of classical Greek culture. Each of the major playwrights viewed a world in conflict; yet, as a world striving for the ideal of *arete*, excellence and harmony.

Learning and Teaching Activities

1. To develop a basic understanding of Greek theatrical conventions and techniques prepare a research paper or develop a media project to present to the class on one of the following topics:
   - The theories about the origin of drama and its development in Greece.
   - The dramatic festivals including the City Dionysia and its organization.
   - The audiences and their behavior.
   - The function of the chorus and its development.
   - The architectural design of Greek theater.
   - The costumes and masks in tragedies.
   - The function of the actor in tragedies and characteristics of the acting style.
   - The use of music and dance in Greek theater.
   - Scenery and special effects in performances.
   - The development of the literary form of Greek tragedy and the grouping in trilogies.
2. Mythology became the literary source for the Greek tragedies. While reading the plays and myths, keep journals recording reactions to the use of mythology in the plays. These reactions should also include findings from independent research and reading.
   - Examine the following through class discussion, essays, visual displays, or independent research:
     - The mythological background of Aeschylus' THE ORESTEIA by examining the myths about the House of Atreus.
     - The Oedipus myths and their use in Sophocles' OEDIPUS THE KING, ANTIGONE, and OEDIPUS AT COLONUS.
     - The mythological origin and characterization of Dionysus compared with Euripides' Dionysus in THE BACCHAE.
     - The mythological development and humanization of the Furies consulting Hesiod's THEOGNY and Aeschylus' THE EUMENIDES, and how this transition paralleled the development of the Greek pantheon.

- Attitudes towards the gods by studying how Athens was portrayed in mythology, and then comparing the character of Athena in the opening of Euripides' THE TROJAN WOMEN and Aeschylus' characterization in THE EUMENIDES.

• Select a Greek myth as a basis for writing a short play or short story.

3. Homer's THE ILIAD and THE ODYSSEY were the keystones of Greek heritage, its cultural values, morals, and ideals. In essay format analyze the relationship between Homer's work as a source for the Greek tragedians using the following activities:

• Homer relates the homecoming and murder of Agamemnon in THE ODYSSEY; however, he does not tell it consecutively instead he uses it as a comparison with the homecoming of Odysseus. Read Homer's account in THE ODYSSEY and compare it with Aeschylus' dramatization.

• During the first choral ode in ANTIGONE, the chorus describes the nature of man. Compare this description with "The Death of Hector" in THE ILIAD. What conclusions can be reached from these two readings about what qualities were valued by the Greeks?

• In THE TROJAN WOMEN, Euripides dramatized the fate of Hecuba, wife of Priam and Queen of Troy; Andromache, wife of Hector; and Cassandra, daughter of Priam. Each woman laments her fate. Compare these to the "Dirge for Hector" in THE ILIAD. How has Euripides developed the humanity in his characters, and yet, maintained a sense of nobility? This analysis can be prepared for discussion by writing a critical paper and conducting a seminar.

• As an extension of this activity, select a section from THE ILIAD or THE ODYSSEY and write it as a dramatic scene or short play. Consider the roles of gods and men as heroes. Draw a political cartoon using this Greek motif to depict a modern event or concern.

4. The cultural ideals of the Greeks are revealed in different art forms. After reading the Greek tragedies, determine the stylistic similarities between their plays and other Greek art forms. Without imposing a personal analysis, show slides or prints. Develop individual conclusions about Greek art and its relationship to Greek drama by choosing one of the following:

• THE AGAMEMNON takes place in Mycenae while THE EUMENIDES shifts to Athens. The contrast in style between the Lion Gates of Mycenae and the Parthenon exemplifies the difference between the two cultures. Investigate and explain the contrasting lifestyles in Mycenae and Athens by developing a chart using graphic images as well as descriptive phrases.

• The chorus in AGAMEMNON represents the common man. As a group, they prefer the traditional ways. Compare the character of the chorus with a picture of a kouros statue. Describe the stylistic qualities of this statue from the Archaic Period in Greek art. How are these same qualities reflected in the character of the chorus? Using the statue as a model, create costumes for the chorus in the Greek style. Analyze traditional dress of a different historical period or culture and design a possible costume for the chorus.

• In THE EUMENIDES, a new order emerges and this is personified in the chorus as they are changed from the Erinyes, the Furies, to the Eumenides, the Gracious Ones. Compare this change with the stylistic qualities of the kouros and the **Charioteer of Delphi** an example of early classical sculpture. What humanizing qualities have been incorporated? In an essay examine the question of what makes man human.

• The Parthenon epitomizes the ideal in Greek classical architecture. What stylistic qualities are evident in the Parthenon and how do they reflect the ideals of fifth century Athens? Compare the stylistic qualities of the Parthenon with the stylistic qualities of OEDIPUS THE KING. Determine if architectural styles and plays are stylistically similar by examining other plays and works of architecture.

- Versailles Palace to THE IMAGINARY INVALID, TARTUFFE, Moliere
- Chartres Cathedral to EVERYMAN, THE SECOND SHEPHERD'S PLAY, ABRAHAM AND ISAAC
- Guggenheim Museum to WAITING FOR GODOT, Beckett

• **The Laocoon** is an example of Hellenistic Art. What new stylistic qualities are evident? How is pain and agony depicted? How are the figures individualized? What is the mythological basis of the statue? Compare the stylistic qualities of this statue with the style of Euripides' TROJAN WOMEN. Now compare the statue with THE BACCHAE. What attitude is reflected toward men, the gods, and the interrelationship between the two? After discovering the relationships between these works analyze the role of modern photography in depicting human emotions by studying photos of Dorthea Lange, Margaret Bourke-White, W. Eugene Smith, Bruce Davidson, Cornell Copa, and Donald McCullen. Create a photo essay in which human feelings and relationships are depicted in a thematic statement or create a collage in which human emotions are depicted.

5. In general Greek playwrights did not deal with contemporary materials. Euripides' TROJAN WOMEN, however, was written as a critical response to the Athenian defeat of Melos.

• Read Thucydides' description of the Melian Conference and the fate of Melos in THE PELOPONNESIAN WAR. Compare this with Euripides' play. How

has Euripides dramatized his outrage at the actions of the Athenians? How has he depicted the fate of the defeated? Contrast this with the idealism expressed in Pericles' "Funeral Oration" which was recorded by Thucydides. (The fate of Melos was not the only incident of the cruel treatment of captives. Read Thucydides' THE MITLYNEAN DEBATE.) Using Pericles' speech as a basis for an essay, analyze the concept of bravery by comparing and contrasting it with Thucydides and TROJAN WOMEN.

- Research the Battle of Gettysburg and Lincoln's GET TYSBURG ADDRESS. Using the Greek works studied and Lincoln's address, write an essay titled "Remembering and Honoring the War Dead."
- According to Pericles, why were Athenians willing to die for their country? Would Euripides have accepted these as valid reasons in TROJAN WOMAN? How does Pericles encourage the parents to accept their loss with dignity? How do the women in TROJAN WOMEN react to the loss of their loved ones? Investigate Memorial Day as a holiday and the design and purpose of war monuments. Interview war veterans for their opinions about honoring war dead. Compare these findings to Pericles' views.
- Examine Sophocles' concept of a brave man in ANTIGONE. What is a brave man according to Sophocles? How does Creon treat the dead? How does Antigone react to the death of her brothers? After discussing these Greek values, write an essay entitled "Bravery in the Modern World," using examples from contemporary life, Winston Churchill's World War II speeches such as "Blood, Sweat and Tears," or literature such as THE RED BADGE OF COURAGE and ALL QUIET ON THE WESTERN FRONT.

6. Modern playwrights have turned to Greek drama for inspiration. Use one of the following pairs of plays as basis for class discussion, for additional independent study, or in-depth seminar presentations.
   - Compare THE ORESTEIA with Eugene O'Neill's MOURNING BECOMES ELECTRA. How has O'Neill developed his play so that a modern audience which does not believe in gods or supernatural retribution could still accept the outcome and be moved emotionally? Is O'Neill more concerned with the psychological development of his characters or the philosophical development of the concept of justice? Why did O'Neill decide to write a modern trilogy? How did modern audiences react to the production of MOURNING BECOMES ELECTRA? Research critical reviews of this play when it opened. What did the critics say?
   - THE FLIES by Jean Paul Sartre is another modern play which was inspired by Aeschylus' THE ORESTEIA. How has Sartre adapted and altered the Greek original to voice the principles of his existentialist philosophy?
   - Jean Anouilh wrote a modern version of ANTIGONE. Compare the two plays. How has Anouilh changed the original? What was happening politically when both plays were written?
   - Another method of relating the Greek tragedies to modern issues is to consider similar themes. For example, ANTIGONE depicts the struggle between the dictates of the individual's conscience as it comes in opposition with the state. Read Robert Bolt's A MAN FOR ALL SEASONS and compare the conflict which faces Sir Thomas More with Antigone's. How has each playwright developed this personal crisis?
   - After reading and discussing the significant issues in these plays, select a Greek tragedy which has relevancy to modern life and develop a modern directorial concept including ideas for scenery and costumes, ¡or assume the role of a playwright hypothesizing:
     - If Aeschylus, Sophocles, or Euripides were an American playwright today, what themes might each be concerned with in his plays?
     - What aspects of American life might each be likely to criticize?
   - Write a scenario or short play in the style of one of the Greek tragedians about American life or write an adaptation of a Greek myth or tragedy as a modern play.

7. The relationship between Greek values as expressed through the writings of their philosophers and the affects of these values on man's destiny is evident in the Greek tragedies. The Greeks believed that a virtuous life was based on moderation.
   - Read Aristotle's concept of the "Golden Mean" and apply this philosophical concept to Oedipus in OEDIPUS THE KING and OEDIPUS AT COLONUS. Trace the development of his character by graphing his major actions. How did he exceed the "Golden Mean"? How did he come to accept his fate? Compare the concept of the "Golden Mean" as presented in the Oedipus works to another philosophical concept, such as the *Tao* in Confucianism. Write an essay examining similarities and differences.
   - The Greeks also believed that each man had his own *moira* or pattern of life to fulfill; however, the Greeks' focus on human achievement and the human personality prevented a feeling of hopeless fatalism. The course of a man's life was determined by his character, accident, and the intervention of gods. Using AGAMEMNON analyze the amount of human freedom each character exerts. Does this remain constant or fluctuate? Consider the chorus as one character, Agamemnon, Clytemnestra, Cassandra, and Aegisthus. Fate or destiny also played a role in Shakespearean tragedies. Develop a series of "Meet the Press" interviews with characters from the Greek and Shakespearean tragedies

examining motivation and fate.

- THE BACCHAE according to William Arrowsmith: **Employs Dionysus and Pentheus and the conflict between them as the bitter image of Athens and Hellas terribly divided between the forces that, for Euripides, more than anything else destroyed them: on the one side, the conservative tradition in the extreme corruption, disguising avarice for power with the fair professions of the traditional aretai meeting all opposition with the terrible tyranny of popular piety, and disclosing in its actions the callousness and refined cruelty of civilized barbarism, on the other side, the exceptional individual selfish and egotistical, impatient of tradition and public welfare alike, stubborn, demagogic, and equally brutal in action."** Investigate what was happening to Athenian life at the time Euripides wrote this play approximately 406 B.C. Is Arrowsmith's quotation a valid interpretation of THE BACCHAE?
- If Pentheus represents the rational side of life and Dionysus represents the emotional, irrational side of life, what commentary does Euripides make about the nature of man in THE BACCHAE? What qualities of human nature are revealed in the actions of the Theban bacchantes? The Asian bacchantes? Does it appear that Euripides believes in a world of confusion and nihilism? A world that is amoral in which the words good, evil, right, and wrong have no meaning? Where does justice exist, if it does, in this world? How can men plan their lives? Read Albert Camus' "Myth of Sisyphus." How do the principles of existentialism compare with the world presented in THE BACCHAE? Using the two readings and questions above as guidelines, write a critical essay to present individual interpretations of the play.
- Both Oedipus and Creon were kings of Thebes and both had to make controversial decisions. Consider the actions of Oedipus in OEDIPUS THE KING and Creon in ANTIGONE. What decision did each one of them make which led his subjects to question or disobey? How did each react when his decision was disobeyed or questioned by his subjects? How did each view the role of the rebel? How did each view his role as a sovereign? How did each of them respond to the prophecies of Teiresias? How did this reveal his attitude towards religion and divine law? From this, what conclusions can be made about conscious and unconscious guilt? As a class, conduct a mock trial in which Oedipus and Creon are the defendants, with students assuming the roles of the characters, lawyers, judge, and jury.

8. In his POETICS, Aristotle turned to OEDIPUS THE KING for a model of classical tragedy. What criterion did Aristotle outline for tragedy, and how are they developed in OEDIPUS THE KING?

- Compare and contrast the aesthetic principles outlined by Aristotle, to those presented by Arthur Miller in his essay "Tragedy and the Common Man" in which Miller redefines modern tragedy and the tragic hero.
- Write a critical essay or take notes in preparation for a seminar discussion. Outline criteria for the modern hero versus the classical hero, noting similarities and differences, by reading DEATH OF A SALESMAN and OEDIPUS REX. To further develop this comparison, analyze RIDERS TO THE SEA by John Milington Synge, MACBETH, or HAMLET. A concluding essay could be based on the question "Is There Tragedy Today?"

9. Comedy also played a significant role in the Greek theater. The comedies of Aristophanes dealt with the same issues and problems of Athenian life through satire.

- Read THE WASPS, Aristophanes' satire on the Athenian system of justice. Compare the problems presented by Aristophanes with the idealism expressed by Athena as she established the judicial system in THE EUMENIDES.
- In THE ORESTEIA, Aeschylus depicts the evolution of justice from the primitive concept of personal revenge to the trial by jury. Research the historical evolution of Athenian justice and codification of Athenian law. In a paper contrast the "real life" Athenian justice and law with what occurs in THE ORESTEIA and THE WASPS.
- Euripides criticized the consequences of war in his tragedy TROJAN WOMEN. Aristophanes, on the other hand, employed satire to voice his opposition to war in his comedy LYSISTRATA. Consider the following questions:
  - How has each playwright developed his anti-war theme?
  - Which play is more effective?
  - Which play would appeal more to modern audiences?
  - How has Euripides characterized his women?
  - How has Aristophanes characterized his women?
- Expand an analysis of satire by reading Jonathan Swift's A MODEST PROPOSAL or George Orwell's ANIMAL FARM. Write a satire or draw a series of political cartoons concerned with depicting a modern problem.

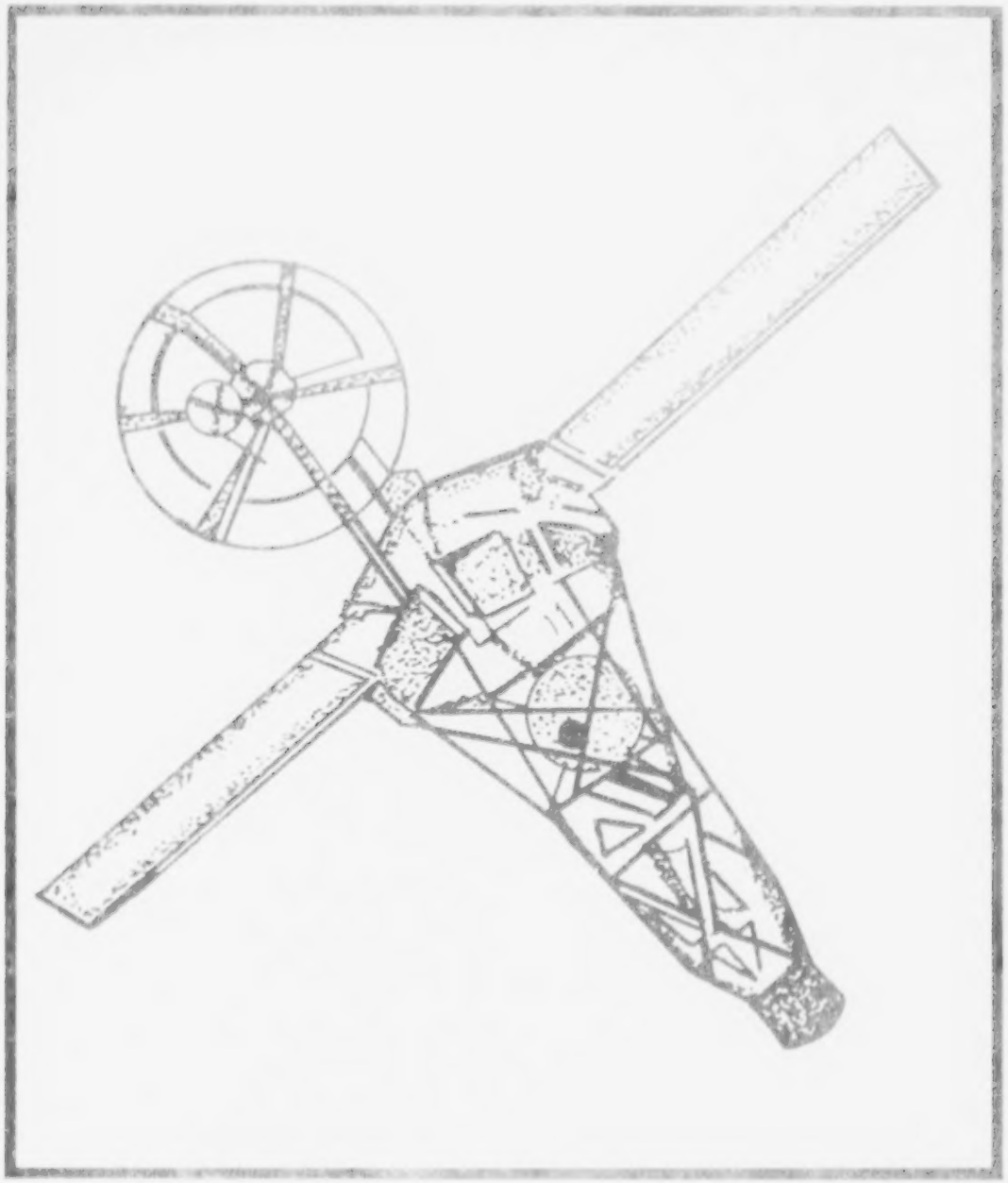
10. What is the role of women in a society? Female characters had a significant function in the Greek tragedies because they did not always fulfill their traditional role.

- Euripides created powerful women in his plays. Read his MEDEA and compare her to Hecuba in TROJAN WOMEN. How is their suffering similar? Which character arouses more pity in the audience? How do each of these women demonstrate her strength? What

emotions dominate each character? Why might these characters have been disturbing to Greek audiences? What details has he added to make the audience more aware and sensitive to the plight of the women of Troy? Read the scenes in which Andromache speaks to her son and the scene in which Hecuba receives the body of the dead boy.

- Sophocles also concentrated his efforts on creating memorable female characters such as Antigone. How do her actions compare with the traditional role of Athenian women?
- Another method of comparison is to study how different playwrights have depicted the same character. For example, Aeschylus, Sophocles, and Euripides all wrote plays about Electra. Design a chart that compares and contrasts various interpretations of the character of Electra. What was the playwright's intent in each play? How do these Electras compare with the traditional role of women in Athenian society during the fifth century?
- The character of Cassandra appears in both Euripides' TROJAN WOMEN and Aeschylus' AGAMEMNON. Compare the two characterizations. Which character appears more human? Which character seems more pathetic? How do you think Aeschylus' Cassandra would have acted as she was taken from Troy? How do you think Euripides' Cassandra would have acted as she arrived in Mycenae with Agamemnon?
- Compare and contrast Aeschylus' Clytemnestra with Lady Macbeth. What forces motivate each character? How does each character justify the necessity of murder? How does each character react to the crime? Which character is more fully developed? Which character is more evil?
- Research various important women in history. Have they had to oppose "the system"? In a presentation to the class, explain the importance of these women and whether they worked within or against social constraints. Conduct a class discussion on the issue: If women succeed, is it because they have gone beyond their traditional role in their culture?
- Select a female character to represent in a round table discussion about the issue of the woman's role in society.

Humanities & Science



The Humanities and Science
Technology and Man

Major Concepts

- Innovative scientific theories and discoveries have changed man's perception of himself and his world.
- The humanities and science need to be examined as interrelated disciplines because whatever happens in the realm of science or the humanities, they affect each other.
- Today's dilemmas lead to a search for solutions based on a knowledge of the role of technology, the humanities, the sciences, and the connections among them.
- Man will always face the conflict between the needs of the present versus his dreams for the future.
- Scientific technology, tempered by the humanities, needs to be examined in order to provide a basis for making decisions about the quality of life in the future.

Through how many dimensions and how many media will life have to pass? Down how many roads among the stars must man propel himself in search of the final secret? The journey is difficult, immense, at times impossible, yet that will not deter some of us from attempting it. We cannot know all that has happened in the past, or the reason for all of these events, any more than we can with surety discern what lies ahead. We have joined the caravan, you might say, at a certain point; we will travel as far as we can, but we cannot in one lifetime see all that we would like to see or learn all that we hunger to know.

Loren Eiseley

Scientific concepts through the centuries have changed man's image of himself and his place in the universe. Copernicus reduced man from being the center of the universe to being an inhabitant on an obscure planet. Darwin snatched man from his throne as lord of the earth's living things and assigned him a place among the millions of other species which had evolved from one another. Atomic power revolutionized man's perspective about his permanence as the possibility of a thermonuclear war that could obliviate the human race became a distinct reality.

To understand the meaning of the nature of the human condition, the humanities have historically embraced literature, music, drama, the arts, philosophy, and the social sciences. As a result of the ever increasing impact of technology on mankind, the scope of the humanities needs to be expanded to include the sciences. With each new scientific breakthrough, man's view of himself has demanded reassessment, for, as Socrates observed, **"The unexamined life is not worth living."** However, the inherent conflicts that exist between the scientist and the humanist still cry out for resolution. The crux of the problem, as outlined by Werner von Helm, is the disparity: **"The job of the natural scientist is to make the discoveries; that of the technologist is to develop applications; and that of the social scientist and humanist is to suggest whether, how, and under what conditions the work of the other two ought to be applied."** Nevertheless both science and the humanities ask the same questions. Where did man come from? What are his origins? What will man be like in the future?

It is man who has control; yet, he faces an existing conflict: The immediate and often too-pressing needs of today versus the long-range goals of tomorrow's society. Plato has suggested that the better we envision wise and fulfilling futures, the greater the chance of our dreams becoming reality. According to futurist Fred Polak, **"In the act of searching out the road into the future, man crosses the frontiers of the unknown and raises homo sapiens to a new level: the level of foresight and the purposefulness... In taking thought for tomorrow, man begins to create tomorrow."**

To understand the needs of the present and the future, it is essential to go beyond the realm of the objective data gathering of science, to look beyond the scientific method to the larger, complex issues uncovered, and to see a vision of wonderful possibilities that the structured search of science can bring. The technology of modern science has confronted man with new dilemmas. These are the moral, ethical, and social considerations that surround man's life, evolution, future, death, and im-

morality. A thoughtful examination of the impact of scientific technology on modern life will determine the quality or even the continuation of life in the world of the future.

"The dangers that face the world can, every one of them, be traced back to science. The salvations that may save the world will, every one of them, be traced back to science," states Isaac Asimov. There are limits to science as well as beneficial potentials and by recognizing the moral, ethical,and philosophical issues facing mankind through a study of humanities, man will gain the insight he needs to survive.

Learning and Teaching Activities

1. Dr. Harry Overstreet of Harvard has advanced the idea that man is developing a higher order of consciousness, that has already manifested itself to a high degree in some persons.
   - Develop a definition of "higher order of consciousness."
   - Choose one of the following, then express in a paper how the individual has evidenced this "high order" in his or her life-time:

Jesus	Einstein	Michelangelo
Socrates	Oppenheimer	DaVinci
Descartes	Watson & Crick	Beethoven
Shakespeare	Pythagoras	Mozart
Dante	Newton	Diaghilev
Confucius	Galileo	Balanchine
Buddha	Pavlov	Stravinsky
Plato	Freud	Sartre
T.S. Eliot	Euclid	Martha Graham
Nietzsche	Bacon	Hindemith
Rousseau	Curie	Bach
Voltaire	Piaget	Dali
B.F. Skinner	Goya	Frank Lloyd Wright
Russell	Carl Sagan	Pavlova
Blake	Rachel Carson	Agnes de Mille
Lewis Carroll	Schweitzer	Dowager Empress of China, Tz'u-hsi
Thomas More	Malthus	
William & Ariel Durant	Keynes	
Lincoln	Mendel	
	Buckminster Fuller	

2. Throughout the study of this unit, students are to compile an organized scrapbook on one aspect of technology.
   - The scrapbook should record developments in technology from current events.
   - The scrapbook may concentrate on a specific area such as: medicine, chemistry, environment, agriculture, computers and robotics, food, home and personal design, business and economics, recreation, or communications.
   - This book could also be organized thematically utilizing interdisciplinary themes such as:
     - Life and death
     - The quest for knowledge
     - Science and humanities
     - Change
     - Freedom of choices
     - Survival of the fittest
     - Changing lifestyles
   - After compiling the scrapbook, develop a preface explaining the purpose and organization of the materials and a conclusion describing the relationship between the major issues and trends found in the articles.
   - Finally, write an afterword responding to the findings by developing informed predictions.
3. As medical technology progresses, oftentimes the individuals' privacy is exploited by the media. Is the media reporting the news or sensationalizing information that should be left in private sectors? Choose one of the following issues:
   - Advancements in medical technology such as transplants and drugs
   - Drug testing vs. the public demand for cures
   - Technological discoveries once thought beneficial, then found dangerous
   - Turning off life support systems particularly for someone famous
   - Medicine is not perfect/medicine does not have all the answers
   - The personal decision to seek medical attention
   - The abuse of medical technology
   - Write news copy on one of the above issues for presentation in a videotape.
   - Simulate a newscast, first reporting on the issue straight-forwardly, showing concern for human dignity and privacy.
   - Next, stage a report sensationalizing the story to build ratings and attract viewers.
4. Art is the mirror of science and technology. Examine how art work has depicted scientific phenomena through the years.

- Develop a chart showing the artistic interpretation, paralleling historical events and scientific explanations popular during the time of these phenomena.
- From the view of a future artist, create a work which will illustrate these events and explanations.
- Also, develop the chart by predicting future historical events. Suggestions:
  - Halley's comet
  - Life and death
  - The Apocalypse
  - Epidemics
  - Mental illness
  - Natural disasters
  - Myths, legends, folk tales validated by scientific fact
  - Anatomy
  - Inventions
  - Transportation

5. Write a series of obituaries which would reflect your accomplishments had you lived in different ages.
   - The first should describe you today; the second, you one hundred years in the past; and the third, you one hundred years in the future.
   - Design a tombstone for each period after researching tombstones of the past and present and speculating on future design.
6. Using the following scenarios, develop a question for debate:
   - The world's population has reached almost critical proportions, and half of the world is on the verge of mass starvation. The United States has one-fifteenth of the world's population and consumes seventy per cent of the world's natural resources. Americans are eating as much steak as ever. At a meeting of the starving nations...
   - There is still adequate oil on reserve to last another hundred years. A small, independent research firm develops a low-cost, practical solar cell which can be used in conjunction with newly developed batteries. The combination eliminates the need for the internal combustion engine in automobiles. The automobile companies learn of this and...
   - The medical research teams of one country find cures for cancer, heart disease, and related disease, viruses are routinely being injected to end all inborn errors of metabolism, and enough is known about the immune system to wipe out infectious disease. A government meeting is held to decide if this knowledge is to be made freely available to all peoples, and the decision is...
   - An agricultural expert develops a different tasting strain of wheat which contains four times the amount of protein as current types and reaches maturity in two-thirds the time. You are given the job of convincing people to substitute the new wheat for their present protein source. You set up a chain of wheat-burger stands and people react by...
7. It has been documented and accepted that man uses approximately three percent of his brain. It has also been projected that one area of the brain not usually tapped has to do with ESP and psychic power.
   - Complete a research project on this aspect of the brain. The project should include descriptions of psychic phenomena, different researchers' points of view, as well as statistical data.
   - In addition, experiment on classmates and/or family and include statistical data on these experiments.
   - Finally, write a concluding argument presenting your own opinion on psychic phenomena using your findings as supportive evidence.
8. Many science fiction novels present a world that is antiseptic. Human relationships are not portrayed as important, and because of this,humans are programmed for certain social chores. Conception and birth occur through the use of cloning and test tubes.
   - Read Aldous Huxley's BRAVE NEW WORLD and compile a list of the advantages of such a means of "developing" humans.
   - In a paper or an architectural model, create a more humanistic world of the future, stressing the importance of the relationships among people.
9. Write a composition choosing one of the following:
   - How your feelings about your life would change if you expected to live three hundred years.
   - How your feelings about your life would change if "beings" were discovered in the universe who were virtually immortal.
10. Research the complexity of a child born with a genetic defect by interviewing various professionals involved in the diagnosis, treatment, and care of such children. Choose one from the list below:
    - Cystic fibrosis
    - Dwarfism
    - Giantism
    - Down's syndrome
    - Muscular dystrophy
    - Sickle-cell anemia
    - Huntington's clorea
    - Turner's syndrome
    - Spina bifida
    - Tay-Sachs disease

- Many cultures have allowed infants with a defect to die. In our culture this is generally though of as unacceptable. From research, present arguments outlining both the good and poor qualities in life for individuals suffering from birth and genetic defects.

11. The issues of death in modern society confront individuals in a variety of professions. Interview one of the following:

- Lawyer
- Clergy
- Rescue squad member
- Doctor
- Nurse
- School Counselor/Teachers
- Funeral director
- Police personnel
- Member of the media
- Emergency room personnel

- Develop questions relating to these issues: determining when a person is dead, our society's view of death, prolonging life if there is no chance of recovery, facing death personally.
- Document the answers to these questions to distribute to the class or discuss these interviews with the class.
- A discussion or further examination can take place centered on the evaluation of the cross-section of information gathered from the different interviews. How do the roles of the people interviewed or the context of the questions seem to affect their responses?

12. Research a technological development or issue resulting from scientific experimentation and write a short story or one-act play utilizing and elaborating on the research information.
- Topics might relate to: medical technology, space explorations, computerization, ecology, the arms race, nuclear energy; robotics.

13. Scientific knowledge and technological insights seem to have decentralized man's role and meaning. As man learns more about the immensity of the universe and the complex factors that influence physical and mental behavior, man appears to be a minor cog in a large, self-perpetuating machine.
- Consider the latest theories and discoveries in one of the following fields by consulting with science teachers or experts:
  - Physics -Chemistry -Biology -Mathematics
- In an essay, relate the implications of these new discoveries to the concept of man as "a minor cog in a large, self-perpetuating machine." The essay format should include:
  - Background information about the theory or discovery
  - A thesis statement on how the theory or discovery affects man in his world.
  - Arguments assessing the implications
  - Future predictions as to man's role in the universe

14. At the end of Ibsen's AN ENEMY OF THE PEOPLE, Dr. Stockman, the protagonist, declares, **"the strongest man in the world is the man who stands alone."**
- Read Ibsen's play and consider Stockman's dilemma. Throughout history individuals have been faced with making decisions according to their conscience or following popular opinion. Think about the question that scientists must consider personal ethics in their work. Consult the writings of Lewis Thomas and Loren Eiseley. Invite a scientist to the school to discuss this issue with the entire class.
- Select a topic and organize a debate or forum. Possible topics might include:
  - Space exploration
  - Arms development
  - Nuclear energy and uses
  - Medical ethics
  - Artificial intelligence
  - Computerization
- Present a general overview stating a position on personal ethics in scientific work; verify this position with information and statistics from scientists or other concerned individuals; be prepared to discuss long-range implications and offer possible solutions.

15. The origin of man has been a question pondered throughout the ages, a question examined by religion and mythology, a question researched and examined extensively by science.
- Read Loren Eiseley's THE IMMENSE JOURNEY, in which he explores the mysteries of man and nature, with James L. Christian's PHILOSOPHY: AN INTRODUCTION TO THE ART OF WONDERING, Part VI "The Protoplasmic Venture," examining sections of "Life," "Man," "Earth," and "Future." Assign individual students the role of discussion leader for these readings.
- Following examination of the above readings, research other materials related to the origin of man. Write a paper comparing and contrasting ideas from:
  - Mythology
  - The Bible
  - Eastern cultures
  - Indian legends
  - African tales
  - Koran
  - THE ORIGIN OF THE SPECIES
  - Other evolutionists

16. **"In broad terms, the density of man on earth has been made clear by evolutionary biology. It is to be the agent of the world process of evolution, the sole agent**

capable of leading it to new heights, and enabling it to realize new possibilities.
We now believe with confidence, that the whole of reality is one gigantic process of evolution. This produces increased novelty and variety, and ever higher types of organization; in a few spots it has produced life; and, in a few of those spots of life, it has produced mind and consciousness."

Sir Julian Huxley

Science and philosophy are closely related: both are disciplines that enable man to critically examine who he is and how he got here.

- Read from James L. Christian's PHILOSOPHY: AN INTRODUCTION TO THE ART OF WONDERING, Part VII, "Microcosm/Macrocosm/Cosmos," including sections "Nature," "Time/Space," "Cosmos," and "Biocosmos."
- After reading and discussing these concepts; write an essay on the interrelationship between science and philosophy in determining a view of the world.

17. Futurists' visions depend partly upon their specialties and partly upon their personal feelings of optimism or pessimism about the operations of human nature, past and present.
    - Research one of the following, determine the futurist's specialty and point of view, and present your findings in a seminar:
        - Herman Kahn: ON THERMONUCLEAR WAR, THINKING ABOUT THE UNTHINKABLE, THE YEAR 2000.
        - Alvin Toffler: FUTURE SHOCK, THE FUTURISTS, THE ECO-SPASM REPORT, THE THIRD WAVE
        - Buckminster Fuller: NINE CHAINS TO THE MOON, UTOPIA OR OBLIVION, OPERATING MANUAL FOR SPACESHIP EARTH
        - Arthur C. Clarke: PROFILES OF THE FUTURE, VOICES FROM THE SKY, THE PROMISE OF SPACE, IMPERIAL EARTH, 2001: A SPACE ODYSSEY
        - Sir Fred Hoyle: ENCOUNTER WITH THE FUTURE
        - Ray Bradbury: THE MARTIAN CHRONICLES, FAHRENHEIT 451
        - Isaac Asimov: I, ROBOT; THE COMPLETE ROBOT; THE FOUNDATION trilogy
        - Jules Verne: 20,000 LEAGUES UNDER THE SEA, AROUND THE WORLD IN EIGHTY DAYS, JOURNEY TO THE CENTER OF THE EARTH
        - Robert Heinlein: STRANGER IN A STRANGE LAND
        - Frank Herbert: DUNE
        - H. G. Wells: THE TIME MACHINE, THE WAR OF THE WORLDS
        - Douglas Adams: THE HITCHHICKER'S GUIDE TO THE GALAXY trilogy
        - C. S. Lewis: THE CHRONICLES OF NARNIA
        - Frank L. Baum: THE OZ BOOKS
        - Madeline L'Engle: WRINKLE IN TIME trilogy

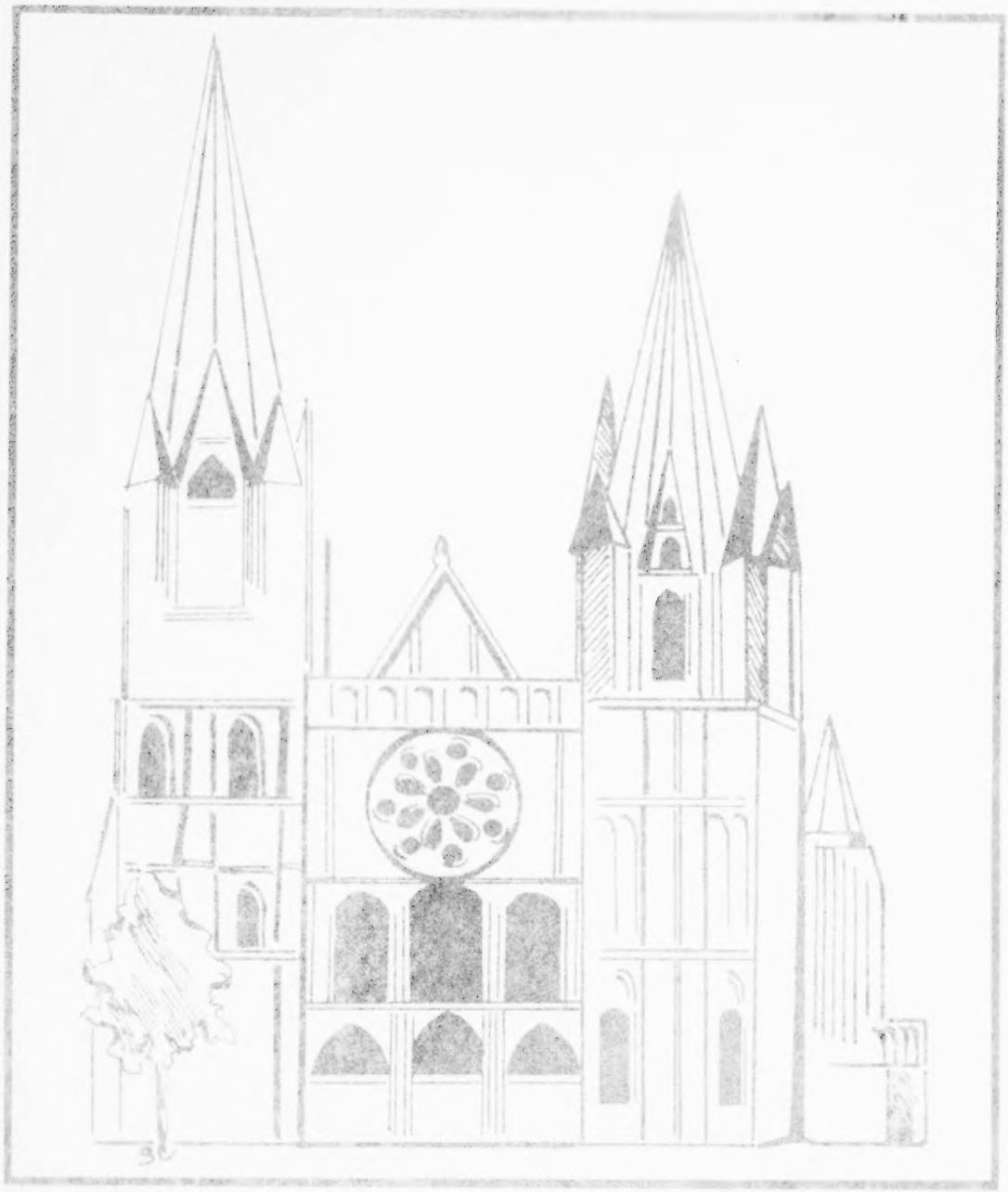
18. The Nobel Prize is a humanitarian award presented in physics, chemistry, medicine or physiology, literature, and peace, **"annually distributed in the form of prizes to those who, during the preceding year, shall have conferred the greatest benefit on mankind."**
    - Select a Nobel Prize winner to research. At a hypothetical meeting to develop a policy to utilize scientific technology for the good of humanity, portray an individual who has been independently investigated, outlining the scientific research and arguing the issues which would accurately reflect the individual's subject of research.

19. In his work, THE DISCOVERS: A HISTORY OF MAN'S SEARCH TO KNOW HIS WORLD AND HIMSELF, Daniel J. Boorstin has analyzed the effect of technology on history: the clock, the compass, the telescope, the microscope; the printing press. These inventions have determined and have molded history but it has been a struggle, as Boorstin explains in his introduction: **"against the current 'facts' and dogmas of the learned...They had to battle about the earth, the continents and the sea before Columbus and Balboa, Magellan and Captain Cook, about the heavens before Copernicus and Galileo and Kepler, about the human body before Paracelsus and Versalius and Harvey, about plants and animals before Ray and Linnaeus, Darwin and Pasteur, about the past before Petrarch and Winckelman, Thomsen and Schliemann, about wealth before Adam Smith and Keynes, about the physical world and the atom before Newton and Dalton and Faraday, Clerk Maxwell, and Einstein."**
    Explorers, discoverers, creators, those whose visions go beyond the limiting boundaries of accepted knowledge, make scientific and technological breakthroughs which often change the course of history.
    - Select a person, an idea, or technological change of significance and demonstrate the effects on history and how this change affected other concepts and ideas.
    - What criteria or characteristics would be included in a system or structure for measuring or determining which persons should be included in the category of "great discoverers, men of scientific know-how who significantly changed history"?

20. The historical context plays a significant role on the interrelationships between science and philosophy.

- In order to understand these relationships, investigate the principles of Herbert Spencer's SOCIAL DARWINISM, which claimed inequality would be eliminated in a few thousand years by evolution, because it was nature's plan to eliminate the poor, "to get rid of such, to clear the world of them, and make room for better." What was the impact of this philosophy on American business during the late nineteenth, early twentieth-century? It was the era of powerful, wealthy business giants such as Rockefeller, Morgan, Vanderbilt, Carnegie, and Mellon.
- Prepare a speech which might have been delivered by one of these men, justifying his business practices and immense success according to the principles of "Social Darwinism."

Middle Ages



The Nature of Beauty: Art In The Middle Ages

Major Concepts

- Christianity and the Roman Church become the dominant political and economic institutions.
- The Church as an institution influenced cultural and intellectual developments because of its power.
- The struggle between secular and spiritual power had an effect on political institutions, economics, and the growth of towns.
- Art and architecture are a reflection of the times.
- Theology becomes the queen of the sciences and replaces rationalistic philosophy, influencing contemporary and future religious and political movements.

"Beauty will not come at the call of a legislature, nor will it repeat in England or America its history in Greece. It will come, as always, unannounced, and spring up between the feet of brave and earnest men."

Emerson

The Medieval Period

During the Medieval Period, the church became the center of civilization and culture. Because of the political and ruling power of the church, the arts were dominated by this all encompassing institution. Gone were the strivings for what was considered ideal. Gone was the quest for comfort and luxury. Society became concerned with the "other-world." The church led the mass of the population to an interest in things spiritual, in a search for immortality that de-emphasized the here and now.

These viewpoints affected the art of the age. Since the majority of the population was impoverished, the church was the establishment that supported the arts; therefore, all art work complied with the church's beliefs and the search for an allusion to eternal life in the spiritual world.

Romanesque Period - 1000 A.D.-1200 A.D.

The Church was the authoritarian and militant force consolidating medieval culture; therefore, the church edifice became the major artistic expression. In the early eleventh century, Romanesque architecture sprung up throughout Western Europe.

The sources for Romanesque churches were varied. The architecture drew from the Roman basilica for its floor plan, the Roman baths for the groined vault, and Roman architecture in general for the semicircular arch. The necessity for fireproof buildings led to the stone or brick vault becoming the essential feature of the Romanesque church. This created a problem due to immense weight. Because of this, the walls were made thicker, with fewer windows, and buttresses were added to provide for greater support.

As the towns grew, so did the churches in order to house the growing population. The floor plan was enlarged, and buildings took on a more vertical construction for symbolic purposes. Since the church was the house of God, it reached into the heavens to dominate the town and the space around. Within the church's interior, the impressive distances and gloomy spaces suggested a spirit of quiet renunciation of the world. The walls shut out the light from the world, creating a place where man could contemplate God, providing a haven from the realities of life.

Romanesque sculpture, unlike Roman sculpture, was symbolic rather than naturalistic, emotional rather than restrained and based on two-dimensional models and concepts rather than

three-dimensional ones. Both sculpture and painting were there to educate the unlettered. Bible stories were related to the illiterate public through them. Most sculpture was subordinated to the architecture of the church, conceived as part of the architectural decorations as well as an educational device.

Medieval sculpture distorted the human form, elongating the body and making it look like an emaciated skeleton with a clothlike covering. The fact that medieval man denied this life and so denied his human form provided the philosophic basis for this sculpture.

Gothic Period - 1200 A.D.-1450 A.D.

The Gothic cathedral was an urban building, built in the center of a city, and used as a secular as well as a religious center. These cathedrals are monuments of soaring stone reaching up to touch infinity, whose presence reflected the power and authority of the church.

Several conventions were utilized in order to make the buildings taller and more beautiful. The pointed arch resolved a mechanical difficulty, allowing for taller arches as it reduced the lateral thrust of the weight of the building. This also allowed for an increase in aesthetic appeal. Flying buttresses were added to the exterior of the cathedral enabling the weight of the arches to be disseminated to a greater extent. Since the weight was carried by piers in the nave and by buttresses on the exterior of the building, not as much masonry was needed in the walls, so these could be perforated and lightened by the pointed arches. Considering the cathedrals had to be constructed with thrusts and counter-thrusts, so sensitively calibrated that the movement of one stone could cause the collapse of the entire building, there was a remarkable degree of individuality and originality in the cathedrals.

In the twelfth and thirteenth centuries, philosophers and theologians considered light to be the source and essence of all visual beauty. Light was seen as the most noble of natural phenomena. Dante refered to the divine light that penetrates the universe. In the physical light that illuminates the Gothic cathedral, a mystical reality touches the senses. This sensuous, mystical reality was heighted by the use of stained glass windows that not only recreated Biblical accounts but also bathed the cathedrals in color.

The basic elements in sculpture were treated the same during the Gothic period as they had been during the Romanesque. However, during this period, sculpture had an added attraction for expressive feeling and naturalism. Figures were no longer symbols. They depicted people whose characters served as reminders of moral truths. The saints came to have countenances and personalities that suggested their own spiritual character. Moral character was conveyed through expression and not through bodily form.

Music

At the beginning of the Medieval Period, music was monophonic, that is, consisting of one melody. There were no written scores and the music changed with each performance as the musicians improvised. The medieval world had many instruments including: psyaltery, fiddle, lyre, cithara, harp, rotta (Celtic lyre), flageolet, recorder, trumpet, horn, drums, chimes, bells and cymbals.

The melodies played during this time could take several forms. Songs and lays were sung to preserve tales, legends and folklore; dances and popular songs celebrated life; dirges and lamentations were used to express sorrows; and sacred music was used to enrich solemn occasions. Secular music was not notated but was passed on through the oral tradition.

Sacred music, as opposed to secular music, acquired status and was preserved. The Gregorian chant was the basis for liturgical music that has continued to the present, the chant or plainsong was the accepted form for liturgical music. The plainsong was an amalgam of Greco-Roman and Hebrew music, plus a multiplicity of local practices blended together. The plainsong was learned by rote by clerics who then went to local churches and taught the choirs to sing what they had learned. The chant was sung a capella by male voices. The rhythm of the words became the rhythm of the music. There was no supporting harmony or instruments, no regular beat and no clearly defined note values.

Dance

Dancing as a glorification of God was widely accepted in early Christian communities but later was not seen as part of worship. One dance that persisted, especially due to the plague, the Black Death, was the Dance of Death. This was done as a celebration with the recurring theme of death and rebirth. During the time of the Black Death, choreomania existed as a type of mass hysteria, where flagellants danced, sang and lashed themselves to avert the wrath of God, sometimes to the point of physical or emotional damage. To act as a counterbalance to the flagellants was the dancing fool whose function was to ridicule others; to remind people of their follies and weaknesses. The Feast of Fools occurred once a year, and during this time of carnival there was much singing and dancing.

Learning and Teaching Activities

1. Analyze examples of calligraphy in THE BOOK OF KELLS, TRES RICHES HEURES DU DUC DE BERRY, or LINDISFARNE GOSPELS for use of lettering, design, color, and symbolism.
   - Write a short story using calligraphy and appropriate illumination to illustrate pertinent sections. The illuminations should somehow reflect what is occurring in the story and the abstract patterns originally used.
2. Compare and contrast the Romanesque basilica with the Gothic cathedral. This can be done through drawings or models of the two. Present findings to the class, explaining their similarities and differences, as well as the reasons underlying the development of each architectural style.
   - Many historians and scholars suggest that the Gothic cathedral of the Middle Ages was more than a building for worship. They see the Gothic cathedral as a symbol or synthesis, embodying medieval beliefs, customs, and values. Investigate this aspect to formulate a hypothesis or develop the above one, as an explanation for the place of the Gothic cathedral in the medieval world.
3. After studying the architecture of the Gothic cathedral, research another means of engineering to keep the aesthetic traits - such as high, arched windows and tall spires - without the need for the flying buttresses. Build a model to prove it will work.
4. The art of the Medieval Period was highly symbolic. Gather information about some of these symbols. Explain their meaning as individual symbols and their relationship to the entire picture. Draw parallels to the use of symbolism in other areas; i.e., literature, drama, contemporary art.
5. Create a stained glass window using transparent cellophane or actual glass and lead. Depict a story and place your "trademark" somewhere in the picture. Record classmates' accounts of the story portrayed in the window. Analyze this data to determine if the message of the window can be interpreted.
   - Write a research paper on the reasons for light being seen as the essence of visual beauty.
6. After listening to a recording of Gregorian chants, list the qualities observed in this music. Describe your reaction to this music, and attempt to explain why medieval man found this style of music beautiful.
   - Using a Gregorian chant that has been recorded or a melody of your own in the style of a Gregorian chant, write the harmony that would accompany it, following the rules of medieval music.
7. Obtain information on any of the dances performed in medieval times. From these notes, reconstruct a medieval dance using music appropriate to the time.
8. Research the Dance of Death as it was danced in several different places, times, and cultures. In a written paper describe these dances, comparing and contrasting their execution. Why do these dances seem unusual, almost absurd, to people today?
9. Many historians have applied the title "The Dark Ages" to the Medieval Period. After examination of some cultural and intellectual aspects of this era, do you agree with this title? How do you account for the label "The Dark Ages"?
   - In essay form, defend one of the following headings:

     "Medieval Times: The Dark Ages"

     or

     "The Middle Ages: Society in Transition"
10. **"It is impossible to understand the history of the medieval Church, and its relations with the State and to social life in general, if we treat it in the analogy of modern conditions. The Church was not only a far more universal and far-reaching society than the medieval state, it possessed many of the functions that we regard as essentially political."** (MEDIEVAL ESSAYS, Christopher Dawson).
    - Prepare for a class discussion dealing with Dawson's statement. Are there any organizations or institutions today that have the same influence? Why were the framers of The Constitution of the United States so definite in separting church and state?
11. Examine major buildings or architectural styles that are evident in the local community or a major nearby city. Are the styles of buildings such as large homes, churches, museums, or office centers reflective of medieval architectural qualities?
    - In a report, essay, video, or slide presentation describe examples of these buildings.
    - What changes have architects made as they adapted styles to a different place and time?
    - How do you account for the appeal the Gothic medieval style had on many public buildings, mansions, and churches during the nineteenth and early twentieth centuries?
12. The Crusades played an important part in the development of the medieval world. Describe the influence the Eastern cultures had on medieval art, architecture, literature,and philosophy.
    - Select an art work that reflects the medieval notions of beauty and an art work that demonstrates the stern influence following the Crusades. Present these works to the class with an explanation of how and why they differ.

- Describe the interior of an Eastern mosque. Select an example of medieval architecture that has incorporated aspects of the Eastern mosque in its style. Elicit from the class the similarities and differences between these two structures, acting as the "expert" to qualify the class's comments.
- In an essay, describe the influence of the Eastern cultures on medieval art, architecture, literature, and philosophy. Prepare a statement on how the Eastern influence changed medieval views on aesthetics and beauty.

13. Although grotesques and gargoyles were not necessarily aesthetically pleasing, they served a definite purpose in the medieval world.
    - Describe the purposes of grotesques and gargoyles in the medieval world. Examine their place in the medieval view of aesthetics. Many of the gargoyles were symbolic. Create a visual display for the class illustrating the meanings of several gargoyles and their use in architecture.
    - Based upon the information known about gargoyles, create a three-dimensional gargoyle for the present time. Explain the symbolic significance of your gargoyle.
14. Lead a discussion on the importance of light as a philosophical and religious concept during the later Middle Ages. Examine Dante's DIVINE COMEDY to locate literary references to light, then choose a cathedral constructed during this period to compare Dante's literary references to light with the stained glass windows. Develop museum catalog cards which list single specific passages from Dante's work and explain how these passages reflect or impact on what is viewed in the stained glass.
15. Religious symbolism flourished during the Middle Ages. In our present society other types of symbolism can easily be identified.
    - In an essay, list, explain, and evaluate religious symbolism as contrasted with governmental symbolism encountered daily.
    - Explore the use of symbols in our culture, in government, politics, social groups, products, and the media by tracing the development of these symbols. In a slide show or through illustrations, explain the development of particular symbols. Describe the impact these symbols have had or may have on present-day culture.
16. The Gothic cathedral was more than a religious structure. For the poeple of medieval Europe, it had a social, economic, technological, and cultural significance in addition to its religious purpose.
    - In a paper, explain the importance of the Gothic cathedral to medieval man on social, economic, technological, and cultural levels.
    - Project into the future and hypothesize how future man will view architectural structures of today, such as shopping malls, large conglomerate business offices, church buildings, and condominiums in relation to social, economic, technological, and cultural values.

Prejudice

Those Who Differ: A Study of Prejudice

Major Concepts

- The practice of prejudice originates and continues toward selected groups.
- Prejudice has an effect on both the victims and the perpetrators.
- "Can prejudice ever be eradicated?" is a question examined by historians, novelists, political leaders, psychologists, and sociologists.
- Cultural prejudice reveals its manifestations in relationship to power and the use of power to exploit or control others who are different from the majority.
- The study and story of prejudice are evident through diverse points of view of history, economics, philosophy, politics, and literature.

All good people agree,
And all good people say,
All nice people, like US, are WE
And everyone else is THEY:
But if you cross over the sea,
Instead of over the way,
You may end by (think of it) looking on WE
As only a sort of THEY!

Rudyard Kipling

Prejudice: we learn it; we foster it; and we pass it on to others. It begins because of a perception of difference—difference of color, language, religion, social or economic situation, physical appearance, even sex. We follow this perception of difference with an evaluation and a comparison: What we have or are is the best, so anything different must be inferior. Prejudice has led to and fed on war, oppression, conquest, slavery.

Theodore M. Hesburgh

What is the nature of prejudice? Where does it start? How does it develop? What is the impact of prejudice on the perpetrator and on the victim? What is its destructive potential and can it be destroyed? How have major literary works dealt with the subject? How does each culture view and deal with others in order to preserve its own autonomy? These are the complex questions that form the basis for an in-depth study of prejudice and a study of the subject which deals with interrelated causes and effects.

Although man voices his desire for harmony among mankind, seldom does he practice this ideal. The question still remains of man's ineffectual dealing with prejudice. Throughout history the powerful have dominated the weak. Individuals and minority groups are their prey. Intellectually, the philosophical ideals of man do not always comply with man's animalistic nature, echoing Darwin's survival of the fittest.

In every culture prejudice exists. Whether blatant or subliminal, one group always discriminates against others. History exhibits prejudice against various groups through the ages: Jews, blacks, women. Groups have been discriminated against for sociological reasons, as the Asian-Americans during World War II; for economic reasons, as in the development of labor unions; for psychological reasons, as cliques that function to build individuals' egos, then scapegoat others; and for philosophical reasons, as Socrates' death because he would not conform to others' thinking. Literature records prejudice in works such as: BLACK BOY, THE DIARY OF ANNE FRANK, THE AWAKENING, and CRY, THE BELOVED COUNTRY.

An interdisciplinary approach is the key to understanding complex connections when studying issues of prejudice, for rarely is an issue reduced to one reason or dependent on a single cause. As in the case of man's desire to "civilize" other races, the issue becomes an interwined one of history, sociology, economics, psychology, philosophy, and literature.

Learning and Teaching Activities

1. Black leaders have differed in their approach to the solution of contemporary racial issues. Select a spokesperson such as Frederick Douglass, Martin Luther King, Malcolm X, Eldredge Cleaver, or Jesse Jackson.
   - Analyze his philosophy and means of solving problems. Using this analysis, determine what this leader's position would be on South Africa today and project the probable solution.
   - Compare and contrast this position with the work of Bishop Desmond Tutu's, the outspoken South African black Anglican bishop who won the Nobel Peace Award for his efforts to bring a peaceful solution to that country's racial problems.
2. As groups become assimilated into other cultures, there is a cross-cultural intermingling of customs, traditions, and styles. Choose one subject and identify all the cultural blendings that occur, tracing the original source of each:
   - International holidays
   - Music
   - Dance
   - Art
   - Foods
   - Language
3. The Declaration of Independence proclaims that "all men are created equal." Whatever this phrase may mean, and whether or not its truth is "self-evident," has not prevented the phrase from stirring Americans for more than two centuries. It keeps alive an ideal of equality among all human beings. The ideal is seldom realized. What tends to exist are three kinds of controversial inequality:
   - Discrimination based on race, religion, or national origin.
   - Discrepancies in the effectiveness of each person's vote.
   - Subjection of groups by law and custom to handicaps that impaired their chances of competing equally.

   - Select a literary work that addresses each inequality. Identify the primary inequality portrayed in the work. Give a historical account of other occurrences of these three inequalities and the corrective laws or constitutional changes that have been made to "right these wrongs." Analyze the effect these laws have had on these inequalities to date:

   Readings:

   - SHOGUN, James Clavell
   - HAWAII, James Michener
   - ALL THE KING'S MEN, Robert Penn Warren
   - ALL THE PRESIDENT'S MEN, Robert Bernstein & Carl Woodward
   - TO KILL A MOCKINGBIRD, Harper Lee
   - TOO LATE THE PHALAROPE, Alan Paton
   - CRY, THE BELOVED COUNTRY, Alan Paton
   - THE GRAPES OF WRATH, John Steinbeck
   - HUCKLEBERRY FINN, Mark Twain
4. Compare or contrast the ideas about women by any two of the following significant and representative thinkers of Western civilization using the actual writings of each along with commentary explanations or expositions from other sources:

Plato	Rousseau	Darwin
Aristotle	Hume	Nietzsche
Plutarch	Kant	Engels
Paul	Wollenstonecraft	Russell
Augustine	Hegel	Freud
Aquinas	Kierkegaard	Horney
Bacon	Schopenhauer	deBeauvior
Hobbes	Emerson	Montagu
Locke	Mill	Freidan

   - From these writings, what conclusion can be made about the role of women at the time the authors wrote?
   - In the comparison, describe the specific differences and similarities of each philosopher's point of view. Quote excerpts where appropriate.
   - Predict! Would these philosophers change their ideas about women if they were writing today? Why?
5. Prejudice can result from the values and norms of society. Choose one of the following influential women. Research her life and accomplishments; then investigate and explain the expected roles for women in society during her lifetime. Using this information, to what extent would her accomplishments have differed had she been male?

Marie Curie	Susan B. Anthony
Marie Antoinette	Amelia Earhart
Elizabeth Blackwell	Madame de Maintenon
Eliz. Barrett Browning	Louisa May Alcott
Eleanor Roosevelt	Mary Cassatt
George Eliot	Abigail Adams
Florence Nightingale	Queen Victoria
Clara Barton	Jane Austen
The Soongs	Emily Dickinson

6. Throughout history, in most societies, women have been seen as second class citizens. Begin the examination of this thesis by reading Sophocles' ANTIGONE, then select two other works that exhibit societal views during a particular era. Trace the development of these norms for women through an analysis of selected readings.

Suggested Readings:
- CANTERBURY TALES. Geoffrey Chaucer
- MACBETH, HAMLET, OTHELLO, ROMEO AND JULIET, KING LEAR, TAMING OF THE SHREW, TWELFTH NIGHT, William Shakespeare
- JANE EYRE. Charlotte Bronte
- WUTHERING HEIGHTS. Emily Bronte
- PRIDE AND PREJUDICE, EMMA, Jane Austen
- VANITY FAIR. William Thackeray
- LITTLE WOMEN. Louisa May Alcott
- TESS OF THE D'UBERVILLES. Thomas Hardy
- WOMEN IN LOVE. D.H. Lawrence
- A DOLL'S HOUSE. Henrik Ibsen
- THE GREAT GATSBY. F. Scott Fitzgerald
- A FAREWELL TO ARMS. Ernest Hemingway
- AN AMERICAN TRAGEDY. Theodore Dreiser
- ANNA KARENINA. Leo Tolstoy
- MY ANTONIA. Willa Cather
- A MEMBER OF THE WEDDING. Carson McCullers
- DEATH OF A SALESMAN. Arthur Miller
- THE AWAKENING. Kate Chopin
- MRS. DALLOWAY. Virginia Woolf
- PYGMALION. George Bernard Shaw
- 1984. George Orwell
- THE GROUP. Mary McCarthy
- THE BELL JAR. Sylvia Plath

7. Trace the historical patterns of anti-Semitism and develop a chart illustrating these patterns. Examine portions of the suggested readings below and describe the stereotyped Jewish characters. Then place these observations on the chart by paralleling them with appropriate historical events. Finally, suggest reasons for the continuation of anti-Semitism.

   Suggested Readings:
   - THE BIBLE
   - BEN HUR. Lew Wallace
   - IVANHOE. Sir Walter Scott
   - THE MERCHANT OF VENICE. William Shakespeare
   - OLIVER TWIST, OUR MUTUAL FRIEND, Charles Dickens
   - THE DIARY OF ANNE FRANK

8. In our society, we are bombarded with messages from the media about role models. Varying roles are projected in situation comedies, dramas, news reporting, and films. Develop a seminar topic or essay by doing the following:
   - Choose one of these forms: a specific television show, film, or media personality and analyze the roles it presents. In what ways do these roles initiate, develop, foster, or hinder the growth of prejudice.
   - Compare and contrast with a prejudice witnessed in a real-life situation.
   - Prepare and document examples of "subliminal" suggestions of discrimination appearing in the media and the impact these suggestions have on real life. Propose ways to hamper the subtle discriminations appearing in the media.

9. In the concentration camp, one of the surviving prisoners said, **"Anne Frank was so radiant that her beauty flowed over, and she was happy there, incredible as it seems."** This theme of trust, hope, and belief in the humaneness of man is the heart of THE DIARY OF ANNE FRANK and in all the descriptions written about Anne after she was taken from the Amsterdam Secret Annex.
   - How do you explain this ability and capacity to endure, even prevail, over an evil that almost seems insurmountable? Choose examples from history or present day events which show a similar spirit. What are the characteristics that have allowed the people noted to remain strong in the face of these overwhelming obstacles? Observe a pattern or describe the psychological qualities common to these heroic people.

10. **"For almost a generation, our society has been identified in the eyes of much of the world as a nation that is rich but indifferent; peace-loving in rhetoric but aggressive in behavior; boastful of its economic strength, blind to the misuse of that strength."**
    Robert L. Heilbroner

    The power of economics is one which cannot be ignored in the United States, either internally or externally. It has led to discrimination among groups and individuals in the struggle for power.
    - Read some of the following works. What prejudicial effects do they portray, and how are economic causes related to these prejudicial effects?
      - THE GRAPES OF WRATH, John Steinbeck - prejudice against a group
      - BABBITT, Sinclair Lewis - power of business
      - THE JUNGLE, Upton Sinclair - unions
      - SMALL IS BEAUTIFUL, E. F. Schumacher - relations with the third world
    - Compile a scrapbook of current events related to economics to determine its impact on the present day world. Now divide into committees to examine these issues as part of a select Task Force to propose solutions to current economic problems. Based on the committee work, predict future discrimination resulting from economics.

11. Debate: **The treatment of some 110,000 Japanese-Americans during World War II by the U.S. government was as morally wrong as that of the Jews by the Nazi regime.**

12. "Medical experiments" during the Holocaust were regarded by many Nazi doctors as tools toward a "perverted vision of life enhancement" according to Robert Jay Lifton in "Doctors of the Death Camps," (TIME, June 25, 1979). If you dare, research the kinds of experiments that were performed in the name of eugenics. Be prepared to discuss or react to the various scientific experiments done.

13. Give examples of the forces involved in prejudice: ignorance, insecurity, economics, and power. Discuss the impact of forces on both the victim and the victimizer of prejudice. Collect articles from current periodicals that illustrate these various forces.
    - In many cases our society is attempting to compensate for long-standing prejudices. Investigate the current laws on affirmative action; the policies for hiring and firing minority employees; and admission policies at universities and colleges.
    - Based on these findings, prepare an essay stating and supporting an opinion on overcompensation being indicative of reverse prejudice.

Renaissance

The Renaissance: The Spirit of the Humanities

Major Concepts

- There is a definite connection among economic, social, political, cultural, and technological factors in progressive change. These factors cannot be separated from the impact and results of invention, exploration, and discovery.

- The development of belief in Humanism allows:
  - a blending of Greco-Roman and Judeo-Christian ideas.
  - the idealization and primary importance of man in the universe.
  - rationalism to affect social, political, and economic structures.
  - the revival of Greek idealism and realism in art, philosophy, and political science.

- The social, political, and economic tenor of the times allow radical spokesmen to go against the established church and give impetus to the Reformation.

- The development of nation-states and nationalism becomes possible based on the rise in economic level, political power moving into the hands of individuals, and a change in the perception of religion and its importance to the humanistic man.

"What a piece of work is a man! how noble in reason! how infinite in faculty! in form and moving how express and admirable! in action how like an angel! in apprehension how like a god! the beauty of the world! the paragon of animals! And yet, to me, what is this quintessence of dust?"

Shakespeare
HAMLET

The Renaissance was a period of ideological explosion that led to our modern Western civilization, a period of "rebirth" having a profound impact on the centuries to follow. Classical ideas and ideals in art, philosophy, and government were rediscovered and reformed to fit the new spirit of humanism.

It is impossible to pinpoint one aspect or area of the Renaissance world that allowed for all this change to occur. An advance in one area triggered and allowed for advances in other areas. Economic and cultural factors, along with technological achievements, gave impetus for change and new insight. The development of navigational instruments meant explorers could locate new trade routes. This was an economic necessity as demand for more trade between Europe and the Orient grew. The discovery of new lands was an additional outcome of the search for trade routes.

A change in the social and political structure of Western civilization occurred as the feudal system no longer answered the needs of the people. The introduction of gunpowder and firearms caused medieval warfare to be obsolete. In addition, the rising economic status of a working middle-class brought with it the growth of towns, cities, and city-states. As the city-states emerged, power struggles occurred among their leaders. These power struggles would continue as the city-states merged into nation-states.

The dichotomy between the religious ideas of the Western world, the Judeo-Christian ideas, and the rediscovered classical ideas, the Greco-Roman ideas, led to conflicts and attempts to reconcile the two. The Humanists accomplished this reconciliation by placing the individual at the center of their thinking. They believed that people could learn, explore, discover, and invent, though they still believed in the Judeo-Christian ideas of God, heaven, and hell. Their belief was that God made human beings, but that humans could enjoy this world while waiting for the world-to-come. By blending Judeo-Christian and Greco-Roman ideas, the appeal of Humanism became an important emphasis in Western civilization.

With the renewal of the spirit that man could learn and think, came the challenging of the beliefs of Latin Christendom. Man was now more aware of his world. He was able to read, and with the invention of the printing press, was able to have access to the printed Bible. This meant he could read and think about what the Bible said. The message of the Bible could no longer be dogmatically interpreted for him by the Church. This fact was one of the many reasons that led to the popular acceptance of Martin Luther's teachings, adding momentum to the coming of the Reformation. The general dissatisfaction with

the church by the people, particularly by the middle class, who resented having to tithe to an already wealthy church, continued to add force to the Reformation.

The Church's leadership was beginning to crumble as nation-states emerged. People began to feel loyal to a monarch or a nation and to move away from accepting the Pope as the head of the Holy Roman Empire. The leaders of the nation-states also became more independent of the Church and its power centered in Rome, particularly when their views clashed with this powerful institution. The continuing emergence of nation-states and nationalism brought an even greater struggle for power among nations. This, combined with the growth of capitalism, began the movement of Western civilization from the Renaissance into the challenges of a changing world.

Teaching and Learning Activities

1. Given Leonardo DaVinci's sketch of body proportions (the man within the square and circle), determine how Leonardo measured proportions of the human anatomy. Determine the measurements of the parts of the body on his sketch and compare these to your own body's measurements. (Example: the length of the arms, fingertip to fingertip is the same as the height of the body.) Why was Leonardo's study of anatomy so important? Leonardo was truly a "Renaissance Man."
   - Define the use of this term, and write an essay using examples to show how Leonardo embodied this concept.
   - Choose a person living in the past one-hundred years, who could be considered a modern "Renaissance Man" and defend your choice in a class discussion.
2. The most universal of dance techniques, ballet, had its inception in the court of the Renaissance period.
   - In a research project, trace the development of ballet from its early origins to the present, noting the changes occurring at various times.
   - Bring in a resource person who has studied ballet to present a lecture-demonstration to the class.
   - Using supporting arguments, formulate an opinion as to why this form of dance became and remained popular to the present.
3. During the Renaissance, there was a rediscovery of the engineering principles used in classical architecture.
   - In a visual presentation, identify the elements of classical architecture found in Renaissance buildings.
   - What reasoning allowed for this architecture to be viewed as aesthetically pleasing at this time?
   - In a walking tour or photo-journal, exhibit local buildings utilizing aspects of this architecture. Conclude the tour or photo-journal with your interepretation as to the reasons this architecture remains popular.
4. Develop a list of inventions and discoveries made during the Renaissance and classify them as military, agricultural, or cultural.
   - Give a written description of how these inventions and discoveries affected the social, cultural, and politcal aspects of Western civilization.
   - Select a technological invention developed during the Renaissance, for example: eyeglasses, navigational tools, or gunpowder. Prepare a research paper on the history of this invention, how it was developed during the Renaissance period, improvements made upon it since that period, and the advances in modern technology.
   - Finally, utilizing research, determine if this technologial advance helped or hindered the advancement of Western civilization.
5. Investigate the philosophical backgrounds of realism and idealism.
   - In a chart, show the differences between these two ideals.
   - Read and examine the governmental ideals found in THE PRINCE and UTOPIA.
   - Stage a debate on the issue of whether government should look to realism or idealism as its foundation.
   - Write a summary explaining Renaissance Humanism as the blending of realism and idealism.
   - In visual forms, posters, prints, photographs, prepare an exhibit showing the use of idealism and realism in Renaissance art. By each piece exhibited, place a card describing the use of realism or idealism in that particular work.
   - Conduct a tour of this exhibit, explaining the significance of each work of art.
6. Research the code of chivalry and make a poster listing the points of the code.
   - For a designated period of time, follow this code within the classroom. At the end of this experience, discuss the reactions of students to the use of the code.
   - Choose one hero from literature who demonstrates characteristics consistent with the code and explain the influence of it on his life in a written account.
7. Follow the life story of a leader from the Renaissance or Reformation by reading at least two accounts of his life.

- In a written paper, describe the power structure he controlled and his power in relationship to what was occurring at the time politically, socially, and economically.
- Set up a mock panel discussion of these various leaders to discuss their points of view on leadership and power. In your panel discussion have the leaders present views or opinions about how they might handle or address contemporary problems.
- What answers or solutions might these Renaissance leaders give for today's issues that would be different from the ones they gave centuries ago? Why?

8. ROMEO AND JULIET presents a view of Renaissance Italy. In it is portrayed the code of chivalry, loyalty to a "house," and the power struggle occurring within Verona. In a journal or notebook, write essays based on the following aspects of this play:
   - Choose one of the characters in the play and address the question of he or she being a hero or heroine. Give explanations why or why not he or she would be considered heroic. Determine if he or she followed the code of chivalry, and if this had an impact on his or her heroism.
   - Examine the notion of loyalty. According to your own definition, decide if the undying loyalty to the Capulets and Montagues was warranted. Compile a listing of situations in which loyalty is mandatory, as well as a list in which you think loyalty is foolish. Give supporting arguments for your answers.
   - Compare the power strugle of the Montagues and Capulets to the actual power struggle between the DeMedicis and the Pazzis to control Florence. What parallels can be drawn between these fighting parties? Was Shakespeare accurate in his depiction of Renaissance Italy? Is there ever time when attaining power through the use of violence is justifiable?
   - After reading the play ROMEO AND JULIET, write a description of what life would be like as a teenager in a powerful family of Renaissance Italy. Then give a generalized description of life as a teenager today, the power struggles within families, and ways in which loyalty to the family is exhibited.

9. Using Dante's INFERNO as background, discuss the historic background to this explanation or description of Christian dogma.
   - Explore the political and social context of the growth of Christianity.
   - Prepare an essay or written response to this topic statement: "Dante's INFERNO was an important tool of Christian education, and at the same time was a summation of the ideas and premises of several philosophers from ancient Greece to the 11th century."
   - What ideas and philosophical statements in Dante can be traced to ancient Greece, and where are they found specifically in the INFERNO?

10. Describe each of the following terms. In an essay, explain their relationship to one another and the Renaissance.
    - Scientific Naturalism
    - Individualism
    - Classical Humanism
   - Was it necessary for all these to coexist for the Renaissance to occur?
   - If one of these sets of ideas had not been developed and accepted during this time period, how would this have affected the Renaissance period as we know it?
   - Choose one artist from the Renaissance period and in the visual demonstration, show how these ideas were reflected in art work of the time.

11. Collect several artists' works depicting St. Sebastian.
   - Research the background story of St. Sebastian and the reasons he was a popular subject during the Renaissance.
   - In a presentation to the class, exhibit the collected art works that relay the story of St. Sebastian's life. Give reasons for each artist depicting St. Sebastian in a particular way.
   - Describe the reasons underlying the choice of St. Sebastian for the use of scientific naturalism.

12. Obtain a copy of Michelangelo's The Last Judgment. This mural contains a myriad of people and situations.
   - From viewing this mural write a synopsis of Michaelangelo's view of hell, heaven, and life on earth.
   - Research the meaning experts have given to the various segments of the mural.
   - Compare your individual synopsis with the experts' opinions, either agreeing with or refuting opinions by using Michelangelo's mural as visual supporting evidence.

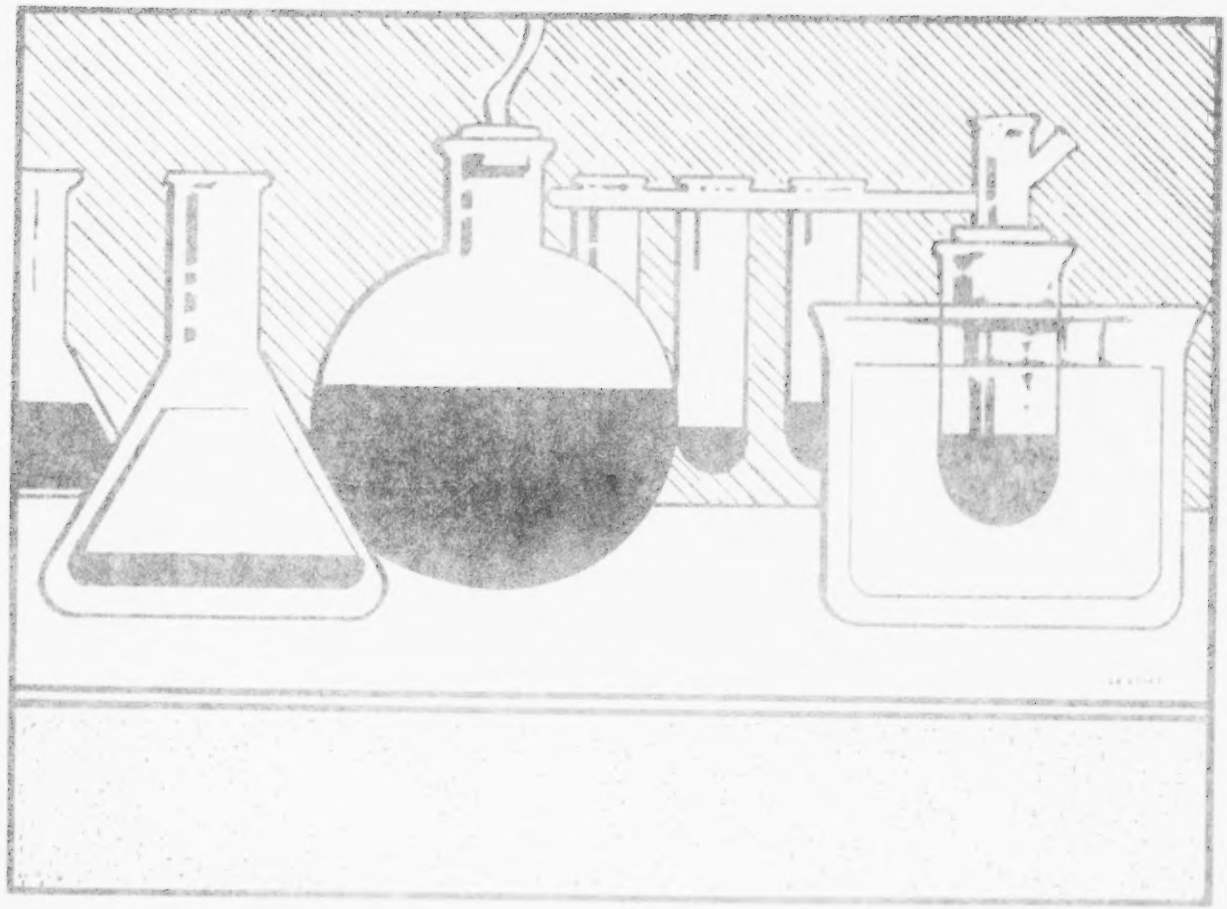
13. Trace the issue of non-religious movements during the latter part of the Renaissance. List everything you can find that may have helped this movement to grow.
   - Develop an argument for the growth of this movement based on your findings and illustrate how this movement was reflected in art work and the writings of this period.
   - Some people argue that today there is a movement back to organized religion. Compile information on this movement and lead a class discussion on the impact this movement may have on future developments in Western civilization.

14. Create a project to communicate to the class your feelings on the following issues:

- The role of the artist in Renaissance Italy compared to the role of the artist today.
- The factors in Renaissance society that encouraged the development of the arts, as well as the factors that encourage or discourage the development of the arts in our society.
- As an artist, choose a period you would find most amenable and give supporting arguments for that choice.

15. Research the position of women in Renaissance Italy. Were they treated as equals? What impact did they have on ideological movements of the Renaissance such as humanism and individualism?
    - Present a paper to the class explaining the influence of Renaissance women on this era.
    - Conclude by examining the question of individualism as it related to the Renaissance woman, first through twentieth century "eyes," then through the viewpoint of fifteenth century men.
16. Obtain examples of Renaissance music to be heard by the class.
    - Identify forms, themes, and styles present in the music. (Often one voice followed or repeated a theme stated by another.) After identifying aspects of this music, collect examples of music from classical music through rock music, which also uses similar forms, themes, and styles.
    - In a musical listening experience, trace one aspect of Renaissance music from the Renaissance through the periods of musical development to the present. This could be done by taping appropriate selections. Other ideas may include using voices or instruments to reproduce the musical selections.
    - Using this background, write an essay on "There are no new ideas, only old ones that are repeated."
17. It is difficult to envision another time when creative activity abounds as it did in Renaissance Italy. Develop a list of the creative works of this period.
    - Explain the underlying causes allowing for this "creative explosion."
    - Select another period in history that can be distinguished by its creative activities and explain the causes for this.
    - In an evaluative essay choose one of these two periods as being the "most creative," supporting your answer with the information you have collected.

Science Seminar



Science Seminar

It is difficult for the secondary school today to offer students a comprehensive understanding of the world of science, which is characterized by ever-accelerating change. New theories and processes produce a myriad of scientific concepts with which the school classroom and laboratory are not always equipped to deal. Schools must turn to business, government, and community resources to help students and teachers gain insights into science as a vital factor in contemporary life.

The Bucks County High School Science Seminar provides an enrichment program for selected secondary students. Within our county ther are a variety of science activities, both applied and research, and it is the purpose of the seminar to bring an awareness and understanding of these to students who would benefit most from such experiences and practical applications at a number of science facilities.

Program Overview

The Science Seminar is an enrichment program for high school students with high academic ability whose interests lie in science. Programs presented reflect what is available in the community, as well as the interests of the students. The sessions cover a variety of areas and are scheduled on weekday afternoons for 2½ hours. Including the orientation session, there are usually ten sessions in each seminar series. All of the participating (public and parochial) schools in the county are served by three of these seminars a year.

The coordinator or "teacher" of the Science Seminar is responsibile for organizing all phases of the program. He serves as a liaison between the schools and the participating agencies. Normally, the contact established in the schools is with someone in the science department or a guidance counselor.

An orientation session begins each seminar program. During this session, the teacher acquaints the students with the concept of the Science Seminar and tries to familiarize them with each of the programs offered. Other topics discussed in the orientation session include:

- ☐ Attendance requirements.
- ☐ Evaluation procedures.
- ☐ Directions to the various sites where classes and programs will be held.
- ☐ Suggested readings in preparation for seminar presentations or discussion.
- ☐ Ideas for individual student follow-up or mentoring.

The seminar programs are designed to take the students from the basically theoretical world of the classroom to the world of practice in industry, business, government, and the research techniques related to each. As much as possible, the aim is to make the students become actively involved in the sessions. Where possible, it is a sounder instructional practice to break a larger group of approximately twenty students into smaller groups. Experience has shown that participating personnel operate and teach more effectively in their own environs surrounded by familiar equipment rather than in an auditorium or lecture hall setting. Obviously, some people will not relate well to groups of students, regardless of how interesting or significant the topic appears. In these cases, a few alternatives have been offered: ask for a change in personnel, contact another agency able to provide similar ideas and experiences, or eliminate and replace the session.

Would-be participating agencies are contacted in the spring about their availability for sponsoring or presenting seminars during the following school year. By the middle of September, each seminar presenter is given the tentative schedule for each of the three seminar programs for the year. In the spring, at the close of the third seminar, letters expressing gratitude are sent to participant presenters and other appropriate agency contact individuals. This gesture is extremely important and necessary. In addition, the Science Seminar Program Coordinator visits every agency or presenter each year before any sessions begin. Evaluation of each session is included and review of information gathered is used for future planning.

Selection of Students

The first step in student selection is establishing a contact person in each school, in addition to the principal or assistant superintendent. Often the principal will designate such a person. All seminar information and correspondence is directed to this school contact person and the principal.

The following steps describe the process for student selection:

- ☐ A letter is sent to the school about five weeks prior to the orientation session announcing the seminar program series. In this letter, the school is asked to keep the selection of students to be tested for the program to approximately eight sophomores and juniors with high aptitude and interest in science. The letter also asks the school to inform prospective student participants that they are responsible for their own travel arrangements to each seminar.
- ☐ Once the testing date is firmly established, the Program Coordinator schedules appointments with each student in order to administer the Westinghouse Science Talent Search Test.
- ☐ The twenty students from various schools who score the highest on this test are then invited to participate in the Science Seminar. Additional criteria for selection includes motivation, dependability, and self-initiative.
- ☐ Letters of acceptance indicating number and names of students are forwarded to the school. Individual invitational letters of acceptance are sent to the students, along with details about attendance at the required orientation session.

Example Seminar Topics

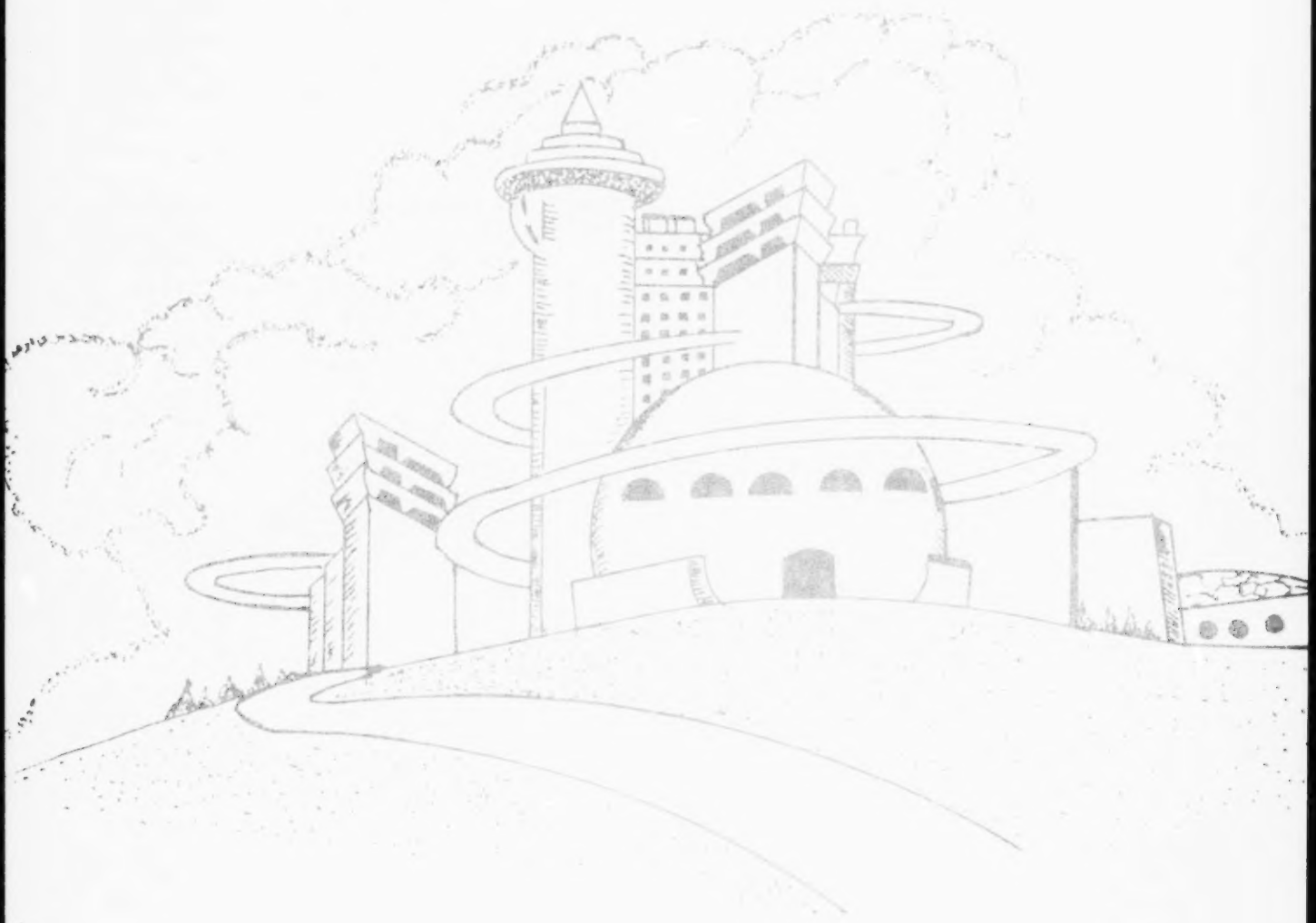
- ☐ **Laser Applications**
  Principles of lasers, materials and components used, operating characteristics, applications, and safety considerations are subjects covered in this session. Laser demonstrations and examples of laser applications and the associated technical problems are considered.
- ☐ **Night Vision Devices**
  This session presents an introduction to basic principles, equipment design, and application consideration of night vision devices. Discussions include the history of the technology, basic concepts in vision, optical and system design considerations, and current and future devices. Demonstrations of equipment are also provided.
- ☐ **Infrared Applications**
  An introduction to the basic principles, equipment design and applications of infrared technology are included in this session. Demonstrations of components and equipment employed by the military, industry,and ecologists are presented by involving students in these demonstrations.
- ☐ **Nuclear Science**
  Through lecture explanations and demonstrations, these sessions present nuclear science as applied to naval aviation.
- ☐ **Computer Seminar**
  The computer seminar includes four areas: a brief history of computers, concluding with a description of the NCS; assessment of students' backgrounds and interests to prepare future sessions; an introduction to computer systems; and demonstrations of the NCS.
- ☐ **Planetarium Science**
  A major instrument containing computer controlled space flight simulation is demonstrated. A discussion session introducing students to the production and operation of this instrument is provided. The cyclorama projection system is also explained and demonstrated.
- ☐ **Plastics Engineering Laboratory**
  In a research and development laboratory, four major divisions of plastics engineering are presented to the students: Applications, Engineering, Materials Testings, and Processing and Fabrication. Since the work of the Plastics Engineering Laboratory involves both research and sales, these two facets are included in the seminar session.
- ☐ **Marine Biology**
  This session describes fields in Marine Biology, and the background required for further study or a profession career in this area. A lecture-demonstration presents various marine organisms.
- ☐ **Aero-Medical**
  A tour of a centrifuge and a demonstration of projects involving human factors research are provided as part of this seminar. Also included is a discussion of careers in the scientific and engineering fields as they relate to medicine.
- ☐ **Modern Analytical Chemistry**
  Students are introduced to laboratories and modern analytical techniques in a depth beyond their classroom experiences. Applications on the industrial level afford valuable insights for the students.
- ☐ **Centrifuge Technology**
  Beginning with a review of the general principles of centrifuges, this session covers the types of centrifuges available. A laboratory demonstration follows.
- ☐ **Pigment Dispersion**
  The concept of pigment dispersion and the technology involved in this process provides the basis for a lecture presentation and hands-on laboratory visit.
- ☐ **Bucks County Fish Commission Center**
  On site experiences with the officers of the fish commission.

☐ **Honey Hollow Watershed**

A national historical landmark, it is the first site in the United States to have farmers and federal agencies working together on soil, water, and wildlife conservation practices. An environmental education center, Honey Hollow's main emphasis is training teachers to use outdoor educational techniques and activities.

An on-going archaeological dig is located at this watershed site. The dig is used for special teacher training workshops to introduce teachers of the gifted to the use of archaeological concepts as they relate to math, science, and the humanities. Archaeology is also one of the topics offered to Science Seminar students, and they often work at the Honey Hollow site or actual digs in progress across Bucks County.

Utopia



The Good Life: The Search For Utopia

Major Concepts

- The search for the ideal, for utopia, leads to diverse and wide ranging interpretations of the Ideal State.
- The relationship of man to the State or Society in the quest for the good life raises issues that are universal.
- Man has an underlying need to explore theoretical and practical questions such as:
  - What is the best form of government?
  - Can men govern themselves?
  - Should there be an elite to govern and rule?
  - What is the ideal relationship between the state and the individual?
  - Can people establish a society that provides justice for all?
- The powerful and the powerless, the design and promise of technology, and the creation of a future of peace and freedom by humanity are the complex themes included in a study of utopia.
- Philosophers, dramatists, and novelists have attempted to describe utopian societies in various literary forms, and lessons can be learned from these utopian expressions.

"A map of the world that does not include Utopia is not worth even glancing at, for it leaves out the one country at which humanity is always landing. And when humanity lands there, it looks out, and seeing a better country, sets sail. Progress is the realization of Utopias."

Oscar Wilde

Will the story of humanity always be the story of the powerful and the powerless, will humanity be doomed forever to have and persecute, or can humanity create a future utopia of love and freedom? Such large philosophical issues can be illuminated by reducing them to their lowest terms. Can the individual learn to: exorcise hate from his heart? desist from persecution and prejudice as ways of securing his own identity? welcome differences in people rather than feel threatened by them? relinquish voluntarily some of his rights and power for the good of others?

Through the centuries, philosophers have attempted to determine the nature of the meaning of the good Society; the good State - what a society or state ought to be. This search for the ideal, for ***utopia*** (the Greek term meaning no place), has led to diverse and wide ranging interpretations or concepts of an ideal State, and to what man's role is in such a society.

The historical study of utopian dreams and nightmares allows for consideration of whether a utopia is possible, desirable, even indispensable, given the world's capacity to annihilate itself, or whether an utopia is inevitable given the world's evolutionary patterns. Such an investigation should trigger gifted students to question the nature of human nature, of power, of the dangers and promises of technology, and of the relationship between the individual and the society.

The "Impossible Dream", the desire for perfection, has always guided or misguided man. This unit attempts to provide a basis for examining and tracing man's visions in the search for utopia. Early philosophers, such as Socrates and Plato, attempted to describe the basis and practical aspects of an ideal society. Machiavelli, Martin Luther, Henry David Thoreau, B.F. Skinner, among many other writers, have stressed this theme over the centuries, each adding another design for a "better" world.

Bright secondary students need to study first-hand the writings and thoughts of thinkers through the centuries who have searched for answers to society's major issues. These are the complex solutions, proposals, and attempts to make sense out of contradiction. The gifted should be challenged to search more clearly for answers in their contemporary world.

Learning and Teaching Activities

1. Before beginning a study of utopia, write an essay describing an ideal society. In creating an ideal society, what qualities and characteristics would be reflected in this blueprint or pattern? What kind of government, education, and justice system would be included in this proposal?
   - Read and analyze an individual's perception of the good life as described by Plato, Aristotle, or Thomas More. Pursue this concept further by reading one of these works:
     - WALDEN, Henry David Thoreau
     - WALDEN II, B. F. Skinner
     - THE PRINCE, Niccolo Machiavelli
     - THE TEMPEST, William Shakespeare
     - LORD OF THE FLIES, William Golding
     - BRAVE NEW WORLD, Aldous Huxley
     - 1984, George Orwell
     - THE LATHE OF HEAVEN, Ursula K. LeGuin

     Utopian proposals can serve as models to be implemented or as models to be avoided, the latter being called anti-utopias or dysutopias. Identify, then compare and contrast the intent of the utopias read.
   - Are there any models intended for implementation that appear reprehensible? For what reasons? Explain reasons in an essay; debate, if others in the class disagree. Revise and rewrite your original version of utopia based on new findings, referring to specific ideas from readings and discussions.
2. Read a biography or autobiography of a person who held or holds substantial power: Ghandi, Nixon, Hitler, Martin Luther King, Franklin Delano Roosevelt, Churchill, Christ, Khomeini, Washington, or another leader of choice. Determine the influence of power on that person's values and life.
   - From your research and that of your classmates, draw tentative conclusions about the nature of power and its effect on those who wield it. Project yourself into a position of power, then predict how your behavior and personality might change.
3. Prepare for a small group discussion using this thesis: **"The government of man by man in every form is slavery. The highest perfection of a society is found in the union of order and anarchy ... In any society the authority of man over man is inverse in ratio to the intellectual development which that society has attained."** Defend or reject the above thesis, basing arguments on assigned readings, along with independent research.
4. Investigate the myths and religions of other cultures to determine if they possess a "paradise-lost" theme as does the Judeo-Christian culture. If man's exile from an utopian existence is an universal concept, where does it come from - history, the experience of childhood, or religion? Consult anthropological, psychological, and theological explanations and present findings in a well-documented position paper.
   - This research and seminar presentation should include:
     - Documented information and data supporting conclusions.
     - A comparison of the religions or myths investigated independently, including other utopian themes or readings completed as part of class and group work.
     - Preparation for a class presentation that allows other class members to recognize key hypotheses and to present related leading issues for discussion.
5. Following a historical examination of the role of the family through the present, investigate this role in utopian literature and utopian societies. Why is the family virtually abolished in so many of these plans? Is our society following the pattern of the break-down of the family as presented in utopian literature?What is the future of the family? Describe your findings and discuss implications in a seminar or panel discussion.
6. Composers have often stirred emotions toward strong nationalism. This kind of passionate devotion to country and national ideals has frequently been deplored by oppressors throughout history; they have often forbade the playing of a particular musical composition. Listen to examples of this music, note the emotional appeals and learn about the background of the composer and the work.

   Suggested composers:
   - Bedrich Smetana's MOLDAU
   - Jan Sibelius' FINLANDIA
   - Frederic Chopin's POLONAISES
   - Edward Grieg's PIANO CONCERTO IN A MINOR
   - Listen to national anthems and to music which expresses strong nationalism. Try to locate or compose music which celebrates the world as a community. If available, view the film "Leonard Bernstein and the New York Philharmonic in Berlin" Part I, to consider Bernstein's theory that music transcends national boundaries. Continue to investigate the role of the arts in utopian literature and utopian societies, particularly in 1984 and in BRAVE NEW WORLD. Present findings in a multi-media presentation.
7. The world faces problems such as over-population, depletion of natural resources, and the proliferation of nuclear weapons. To ensure survival - let alone strive for utopia - should we be moving toward a stronger

world government, one which enforces laws for the good of the Global Community? Can we count on individuals and nations to cooperate with rational requests and to respond to dire warnings? What are the dangers inherent in both positions? After examining possible answers to these questions, stage a formal debate. A suggested topic for debate might be: RESOLVED - **"A stronger world government should enforce laws for the good of the global community."** Criteria developed by the class will be used to determine the strongest case presented. Following the outcome of the debate, project the impact each argument would have on future society.

8. Choose one of the political philosophers the class is studying, or one of your own choice, for an in-depth research study project. The research paper should include: biographical material; a synopsis of the subject's most important political thought; a brief analysis or explanation of thought; a discussion of what societal forces influenced these ideas; an explanation of the impact these ideas have had on historical or present political activity.

9. Is there an American Dream? Popular culture presents various viewpoints of the American Dream. In the last fifty years, this Dream has gone through many phases and transformations. As time, values, and life-styles change, so does the American's vision of the perfect world.

   - Pick some aspect of American culture that seems to reflect the search for the American Dream, i.e., growth of suburbia; the role of the automobile; television images; materialistic success. Trace the development of the aspect and give examples demonstrating the direction of the movement. What positive and negative effects have the pursuing of this dream had on American culture and values? What big changes have come about through the influence of the dream identified? Project the path this dream might take in the future.

10. Most Oriental philosophies regard nature as being of utmost importance, whereas Western cultures place man at the center of their thinking.This of course, influences the view of a perfect world.

    - Research the Oriental viewpoint on nature and man. Choose one of the major oriental philosophies (Hinduism, Buddhism, Taoism, Confucianism), and describe a perfect world according to this philosophy in a written essay.

    - Choose one philosopher's vision of the perfect world (Sartre, Sir Thomas More, Machiavelli, Nietzsche, etc.) and describe his ideas on what constitutes a perfect world in a visual display. Compare and contrast these to the Oriental viewpoints in a class discussion.

11. Throughout history, various architectural structures represent what was considered aesthetically perfect at the time of their construction.

    - Conduct research on the Parthenon. In architecture this building is considered to be perfect. Be prepared to explain the Golden Ratio, and how this applies to the Parthenon. Decide if this ratio and the Parthenon represent a perfect architectural structure. Prepare an essay that presents arguments for this evaluation.

    - Create a model of a city in a perfect world. Include buildings for residences, businesses, government. Be able to explain why the architectural design of each building is "perfect" and how these buildings contribute to and constitute the "perfect" city.

    - Does a design of a city have an influence on humans? Explore this question through researching the effects a city has on humans physically, socially, emotionally, and mentally. In a presentation to the class, propose a model of a perfect city and describe the influence it has on humans from the various aspects listed above.

    - Choose a city near your place of residence. Determine what in this city needs to be changed to create a more perfect city. If these proposed changes were possible, what influence would they exert on human values? Investigate the political processes which are followed to put a proposed change into motion. Attend a city council or board meeting to observe the decisions made. After observing the processes for change in a city, decide how plausible these changes would be.

12. Artists present their real or imaginary views of the world in their work.

    - Using only works of art, choose an artist or artists whose works mirror your own view of utopia. Show copies of these works to the class and explain their significance to your utopia.

    - Conduct research on the artists and works involved. Upon investigation, determine if these works reflect the feelings and meanings you gave them. Did the artists live in their own "utopias"? Do their works serve as a direct contrast to the actual lifestyle of the artists or the periods in which they lived? Prepare a research paper in which your view of utopia is described, and an analysis of what the artists' works are said to mean as well as a comparison of the artists' lifes to what was presented in their works.

13. What happens when one's view of utopia clashes with the real world? Examine the lives of Machiavelli, Sir Thomas More, Henry David Thoreau, Martin Luther King to determine the problems of reconciling their views of what the world should be to the real world. Discuss the problems any idealist has when confronted with real life.

- Create charts listing the characteristics of the class's individual ideas of utopias. As a class, decide how differences in these utopias could be resolved. Remember that the type of government in "utopia" would dictate how decisions are made. Compare differences in the class's view of the perfect world with our present day culture. Evaluate the proposals of this list as to which would be feasible in today's world.

14. Martin Luther King, among others, died for his vision of what the world should be. What is of the greater worth, an individual's life or dying for the beliefs of a better world? Prepare a position paper on this question.

15. Conduct a mock talk show interviewing the authors of various views of "utopia" role-played by class members. This requires that each participant be well versed in the writings of this author and the author's life story. The "host" will need to develop questions that aid the audience in determining each author's view of a perfect world.
    - Conduct a panel discussion in which the "authors" exchange viewpoints on critical issues such as government, politics, social values and morals, family, roles and responsibilities of individuals to the society, and the society's relationship to the individual. Following the panel discussion, the audience will vote on the most appealing view of "utopia."
    - Evaluate the criteria that led to this selection. Did the view of a particular utopia appeal due to its own merit? How much is one influenced by the presentation or the charisma of a character? How much of what we "buy into" is due to the hype and characters representing it? How much to the actual merit of an idea or issue?

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